McFADDEN ENGLISH SERIES

BOOK TWO

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McFADDEN ENGLISH SERIES
BOOK TWO

What story does this picture tell?

McFADDEN
ENGLISH SERIES

BOOK TWO

LANGUAGE AND COMPOSITION

By

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TOPICS OF CORRECT ENGLISH

(*Fifth Grade*)

The following forms of correct English are introduced in the fifth grade. All the forms that are starred should be stressed. The others will furnish drills on errors peculiar to individuals.

Sang, has sung
Rode, has ridden
Swam, has swum
Rang, has rung
Knew, has known
Took, has taken
Froze, has frozen
Brought, has brought
Chose, has chosen
Bit, has bitten
Flew, has flown
Won, has won
Drank, has drunk
Stole, has stolen
**Set, has set*
**Teach* and *learn*
**He and she* after *is* and *was*
**Mary and she* after *is* and *was*
**He and I* after *is* and *was*
**Jack and I* after *is* and *was*

(*Sixth Grade*)

Additional points.

*Listing individual errors
*Making drill exercises to correct individual errors

*Use of *ought, ought not, should have, would have, might have* (instead of *might of*)
Use of *leave, let, left*
*Two pronouns or a noun and pronoun as objects of a verb
Two pronouns or a noun and pronoun as objects of a preposition
His, her, its, referring to *every one, no one*, and other singular subjects
**Are, were*, and *have* with the subject, *you*
Adverbs instead of adjectives to modify verbs
Omitting preposition at the end of a sentence

TOPICS OF COMPOSITION

(*Fifth Grade*)

The following topics of composition are drilled upon in this grade. Those marked with a star should be stressed.

Telling stories interesting to others
*Speaking and writing in sentences
*Choosing a small subject
*Sticking to the point
Telling things in order
*Using interesting details
Expressing feeling
Beginning and closing well
Using different kinds of sentences
Making and following an outline
Speaking correctly and distinctly
Choosing best words

(*Sixth Grade*)

Additional points.

Omitting unnecessary *and's*
*Beginning sentences differently

*Using conversation
*Using choice words and expressions, especially adjectives, verbs, and adverbs.
Planning an introduction
Expressing an opinion clearly

TOPICS OF WRITTEN FORM

(*Fifth Grade*)

The following points of written form are drilled upon in this grade. Those starred, should be stressed.

*Punctuation of statements, questions, requests, and exclamations
*Writing conversation
*Using numbers in paragraphs
*Apostrophe for words that show ownership
*Apostrophe for contractions
*Drill on all forms previously taught

(*Sixth Grade*)

Additional points.

*Capital for proper noun
*Developing a sentence sense
Kinds of sentences
*Rules for forming the plurals of nouns
*Singular and plural possessives, especially irregular forms
*Use of *its* and *it's*
Difference between direct and indirect quotations
*Divided quotation
*Writing business letters
Capital for name of direction indicating section of country

TOPICS OF GRAMMAR

(Sixth Grade)

*The sentence
*The predicate and the subject
*The parts of speech:
*Noun, common and proper; singular and plural number; possessive case
*Pronoun
*Verb
*Adjective
*Adverb
*Preposition
Conjunction
Interjection

A FOREWORD

EVERY lesson in the books of the *McFadden English Series* has been put to the test of practical schoolroom use, not once but many times and by many teachers. Hence the material is not untried nor are the lessons experimental.

The simplicity of the explanations and directions will, we believe, make a large number of children independent of the teacher's help.

The orderly introduction of one fact at a time accompanied by various drills and constant review assists in establishing correct habits of speaking and writing. This is the method of learning to do by doing.

Since children vary individually in the amount of practice required to establish correct habits and skills, additional drills are provided for the slower children and opportunity work for the more advanced.

The methods suggested to help the child correct his own errors not only relieve the teacher of unnecessary labor, but become a potent factor in securing a greater degree of accuracy, by bringing to the pupil's attention in a forcible way the particular points to which he must devote more study.

The oral work provides abundant drill upon current errors that can best be corrected by means of oral exercises. Provision is made, through the use of games, the construction of sentences and paragraphs, and the reproduction of stories, for a direct application of the facts learned.

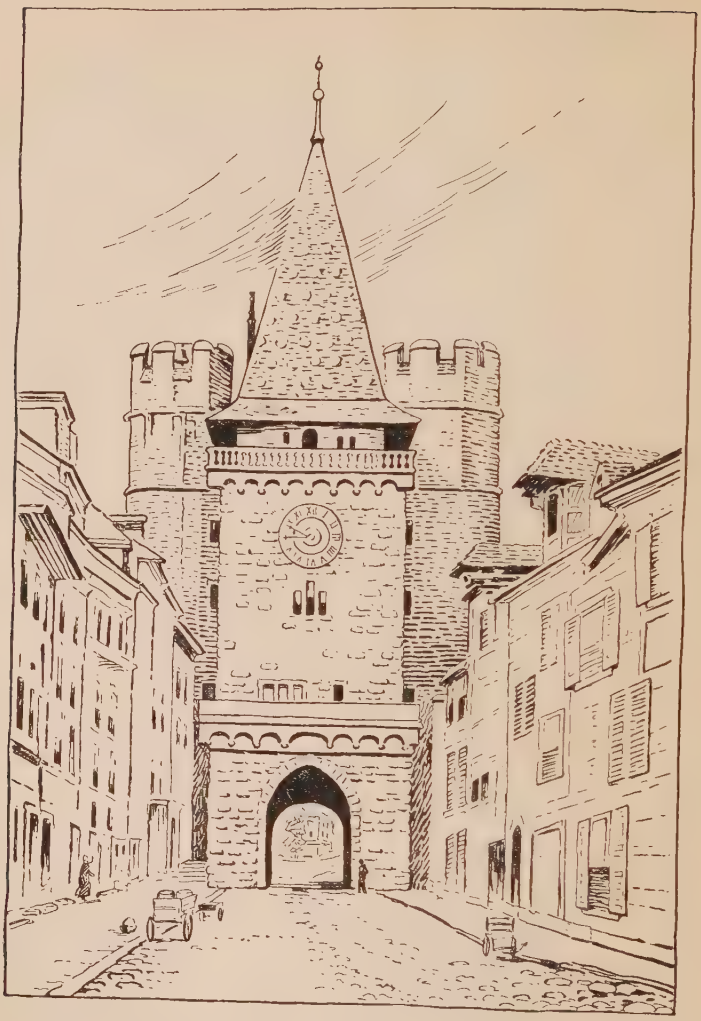
Interest is stimulated by the use of a variety of illustrative material.

The author is indebted to Robert Loveman for "The Rain Song"; to the *Youth's Companion* for an anecdote about Kaffirs; to the *Story-Teller's Magazine* for "The Happy-New-Year Man," by Alice Ross Colver; to Clinton Scollard for "Jim Crow," from the *Lyric Bough;* and to Rand McNally & Company for an excerpt from *The Gang Goes to Mill* by Harriette Wilbur; for "The Last Indian," from *Candlelight Stories* by Stella C. Shetter; and for "Stilty-Legs, the Young Moose," by Alfred G. Richardson.

Grateful acknowledgment is due the late Dr. Frederic Burk, of the San Francisco State Teacher's College, whose keen insight into educational problems and whose never-failing counsel have ever been a source of inspiration and guidance to the author. Thanks are also due to the members of the English Department of this same school who have freely given aid in the preparation and carrying out of lesson plans, and to Miss Adelaide Ayers, who has read the manuscript and made valuable constructive suggestions.

THE AUTHOR

FIFTH GRADE



McFADDEN ENGLISH SERIES

BOOK TWO

1. A Story to Tell

How a Town was Saved by a Clock

In the old days when every city had to be well guarded, the ancient town of Basel, in Switzerland, was surrounded by a high wall in which there was only one gate. Beside the gate stood a clock tower, and at its foot lived the old man who kept the gate. It was his business to be always on the watch so that no enemy might get into the town.

The old man was so faithful that for years no harm came to the city, although inside it were traitors who had long planned to turn it over to its enemies. The old guardian suspected that evil was hanging over the city. There were, however, no soldiers to help him, and he could do nothing but watch and listen.

One night, when all the lights of the town were out, the old man's keen eyes caught sight of dark, shadowy figures near the tower. He was sure they were the traitors, and that they were there for no good purpose.

His sharp ears caught the whisper, "When the clock strikes twelve." That meant, of course, that the stroke of twelve had been agreed upon as the signal for the traitors to fling open the gate and deliver the town into the hands of the enemies.

The old man, listening alone in the dark, wondered what he should do. It was then nearly midnight and there was no time to get help.

At last, when it lacked only five minutes of midnight, he thought of a plan. Climbing the stairs of the tower as stealthily as he could, he groped his way to the clock and opened its case with trembling hands.

A little later one long clear note struck from the top of the tower. Only one, then silence. The old man, leaning from the window, heard excited whispers below.

"Why doesn't it go on striking?"

"Has midnight come and gone while we slept?"

The foes who waited beyond the great wall feared that they had missed the appointed signal, and crept away; and the traitors within the wall dared not open the gate for fear the enemy without had left.

The next morning the mayor sent to the gatekeeper asking why the clock was an hour fast. When he heard what had happened, he ordered a great celebration in honor of the old man who had saved the town. Later on, the grateful people set up a figure over the gate of the city so that no one should forget how it had been saved. The figure was a curious one which at regular intervals stuck out its tongue, as if to mock the memory of the traitors whose plans the quick wit of the old man had spoiled.

As for the clock itself, it was never set back. From that time on it remained an hour fast, in memory of the time when its single stroke had saved the town.—Olive A. Smith.

Do you enjoy hearing a good story? The ability to tell a good story can be quite readily gained if you will take the time to practice. Since this story is too long for one pupil to tell by himself, it may be divided into four parts with the following titles:

The Gatekeeper's Duties
The Traitors' Plot
The Gatekeeper's Plan
The Failure of the Plot

You may organize in groups of four to tell the story, each member of a group telling one part. If every one does his share, there will be good team work. There are difficult words that every one should know how to pronounce. There are words ending in *ing*, *t*, or *ed* that should be found and practiced. Such expressions as *There was only one*, *There were no soldiers*, *They were there*, *Has midnight come and gone*, are troublesome to some. Others must guard against running the sounds together in such groups of words as *doesn't it*, *set up* a figure, *set it* back, he *knew*.

When planning, keep also in mind these points:

Good opening sentence
The choice of best words
Omission of unnecessary *and's*
Distinct pronunciation
Good closing sentence

At another time the teams might plan to tell original stories. Can you make a story about a night watchman and some boys who plan to play a trick on him? He discovers the plan, however, and makes one of his own which is successful.

2. Using Correct Speech

You are now old enough to realize the value of correct speech and to take upon yourself the responsibility of correcting your common errors. Unless you are sincerely eager to speak correctly, the exercises you do in school will not be of much service to you. If you are in earnest about this matter, you may help yourself in this way: Every time you find yourself making an error, write what you should have said in a notebook kept for the purpose. Turn each day to a drill exercise in the Appendix for practice in avoiding this error. If you do not find a drill to meet your particular need, make a drill lesson for yourself modeled after one in the Appendix on page 307. Show your exercise to your teacher for her approval, then copy it into your notebook and use it often for practice.

Choose the right words for the following sentences. The drill charts on pages 307 to 311 will teach you the correct form to use.

1. Why (*doesn't, don't*) he come?
2. There (*was, were*) only one tree near.

3. He (*doesn't, don't know*) where to go.
4. Has Father (*come, came*)?
5. He has (*gone, went*) for help.
6. (*Were, was*) there too many boys in the boat?
7. The soldiers (*came, come*) running.
8. Mary has (*gone, went*) to her aunt's.[1]

3. Choosing a Small Subject

When the children came to school one morning, they found two compositions written on the blackboard. The teacher asked them to study these compositions to find which one was more interesting and why.

Our Hike

It was not a long hike, but it was a pleasant one. When we came to an open field, we began to play games. We played jump the rope and follow the leader. Two boys fell into the water. We made a fire and ate our lunch. After lunch we started home a different way. We came to a deserted cabin. Then we went home.

An Unexpected Bath

"Follow the leader!" shouted Ben as he jumped from one rock to another across the narrow creek. Close behind him followed Jack. He was a little too close, however, for, before Ben could jump off, Jack landed on the same flat rock. His foot slipped from under him, and he fell against Ben. Kersplash! both of them tumbled into the water.

[1] On pages 310 to 311 will be found additional practice exercises for those pupils who need them. Pupils should learn to take the responsibility for drilling themselves upon the errors they habitually make.

All the children agreed that the second composition was more interesting than the first one. They thought the writer of "Our Hike" should not have mentioned everything that happened, for he could not tell enough about any one thing to make the story interesting. The second writer chose one event to tell about, and told his story in such a way that all could see just what happened.

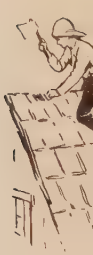
Compare the two titles, "Our Hike" and "An Unexpected Bath." Which title covers so large a subject that the writer could only name each point? Which title covers a subject so small that the writer could tell every interesting detail?

Compare "Kind Deeds" and "A Brave Deed" as the subject of a one-paragraph story. Which is better, "A Trick I Taught My Dog" or "Dog Tricks"?

Which titles in the following list are too large to tell about in one paragraph? About which subject could a short, interesting one-paragraph story be written most easily?

A Day in the Woods
My Last Vacation
When I Climbed a Tree
Winning an Exciting Game
Kind Deeds
An Oriole's Nest
The Game I Enjoy Most

My First Race
Dogs
A Trick I Taught My Dog
How I Buried a Treasure
Fish
A Brave Deed
A Runaway Automobile



Choose one of the subjects in the list, or think of one of your own about which you can tell a one-paragraph story. Use every secret of good story-telling that you know. Your classmates will listen to your story if you use good beginning and closing sentences, omit all unnecessary *and's*, speak distinctly and correctly, stand well, and catch the eye of every one in your audience. Each one of these things helps to make a story interesting. Be ready to tell what is best about each story you hear. Help to improve the weak places. Do not forget to drill yourself upon correcting your errors in speech.

4. The Point of a Story

Fables provide good practice in learning to tell stories well, for the writers of fables knew the secrets of good story-telling. You have already learned some of these secrets. The lesson today will show you how to keep to the point. Can you find the point in the fable on page 10?

The Fox Who Lost His Tail

Once upon a time a fox fell into a trap. After a struggle he managed to escape, but he lost his tail. His changed appearance gave him much sorrow, for all his friends laughed at him. He came to feel that life was not worth living unless he could persuade the other foxes to part with their tails, also. So he called them together in a meeting. "My friends," he said, "why not cut off your tails as I have mine? Your tails are ugly. They are heavy to carry and may catch in the hedge when you are fleeing from the hounds. Cut them off." But a wise old fox replied, "My friend, if you hadn't lost your own tail, you wouldn't be so anxious to have us cut ours off."

The point of the story is in the last sentence. Read the story again sentence by sentence to see if each one leads up to that point. Can you find one sentence that might be left out without spoiling the story?

Is the subject of this story small or large?

Read the beginning sentence. Notice that it starts the story immediately by telling what happened. Read the story again sentence by sentence. Did the writer use *and* to join his sentences? There are several good examples of correct English to study. Find the sentence in which the word *gave* is used. Read it carefully several times. Find and read carefully the sentences containing the groups of words "*as* I have mine" and "*came* to feel."

Can you use these words to make your story more interesting: *managed, changed appearance, much sorrow, persuade, anxious, ugly?*

Practice pronouncing distinctly the last sound of each of the following words:

managed	doing
laughed	living
replied	meeting
friend	fleeing

Pronounce these words clearly and correctly:

escape	cut them off
catch	your own tail
hedge	once upon a time
anxious	called them

Recall the secrets of good story-telling upon which you have worked. Now you are ready to tell the story. It will give you practice in the points in which you are weak.

WRITTEN WORK

Fill each blank in the following sentences with an appropriate word from the story:

1. The squirrel caught in the trap——to escape.
2. The soldier's uniform gave him a changed——.
3. Can you not——your mother to come?
4. The hare——to escape from the hounds.
5. He caused his parents much——.
6. Your tails are——.
7. After a——the fox escaped.

5. Sticking to the Point

The same story is told here in two ways. Which one is more interesting? Try to decide what makes one story interesting and the other uninteresting.

How Our Circus Ended

Fred, with a rug thrown over his shoulder, was supposed to be a Roman chariot. He was crawling on his hands and knees with Mary on his back. She was hugging her dearest doll, Louise. Louise had light curly hair. Mary had dark brown hair. All at once Fred forgot that he was a chariot, and let out a blood-curdling roar. Lions and tigers roar, you know. Mary screamed and fell headlong into the grass, which had just been cut. With a sharp bark, Rover came on the scene. He was a black dog. He grabbed the unfortunate Louise and dashed away. He ran all around the house. The circus ended, for all in the audience were chasing Rover. They caught him and got the doll.

How Our Circus Ended

Fred, with a rug thrown over him, was the Roman chariot. He was crawling on his hands and knees with Mary on his back. She was hugging tight her dearest doll, Louise. Fred forgot that he was a chariot, and let out a blood-curdling roar. Mary screamed and fell headlong into the grass. With a sharp bark, Rover came on the scene. He grabbed the unfortunate Louise and dashed away. This ended our circus, for the audience was chasing Rover.

The point of this story is the way in which the circus ended. Read carefully every sentence in both stories, asking yourself this question about each one: "Does this sentence have anything to do with the way the circus ended?" If it has not, it should be omitted. Sticking to the point means making every sentence help to develop the point of the story.

SEAT WORK

Study the following story, leaving out any unnecessary sentences:

How Jack Proved His Bravery

Jack lived on a farm. His father kept a good many geese. An old gander which had the freedom of the farm was very cross. Jack, who was only five years old, had been warned to keep away from the gander. As he was only a little fellow, he had to be told this rather frequently. One day when he went out to play, his father called, "Don't forget the gander, Jack." The child shouted back, "I'm not afraid of any gander." Picking up a stick, he stalked bravely toward the enemy. The gander was behind the house. The gander gave an angry hiss and started toward Jack. With a scream of terror Jack ran back to the kitchen door and his father's arms.

Choose some incident in your life when you or some one you know showed courage. Prepare

to tell about it by making use of the points in good story-telling you have learned.

When you have told your stories and received suggestions for improvements from your classmates, write your story to show how many points in good written composition you can observe. Here are some of the points to be thought over:

Placing and capitalizing the title
Indenting the first word of the paragraph
Beginning and closing sentences properly
Using quotation marks when necessary
Using capitals correctly
Using the apostrophe to show ownership

Tell a good story, using some of the following suggestions. Your classmates, however, will have more fun deciding upon the point you make if you choose a subject that is not in the list.

Dogs are intelligent.
Dogs are useful.
Dogs and cats are sometimes good friends.
Gentleness is sometimes better than force.
A true friend is always loyal.
I am afraid of mice.
I cannot keep a secret.
A pig is greedy.
Boys are sometimes very daring.

Upon what points that are to be observed in good story-telling should each pupil practice?

6. Using Correct English

Divide the words in this list into two groups. Let one group contain all those words which are used with the helpers *has* and *have*. Let the other group contain those words used without helpers. Compare your lists in class. When they are correct, copy them into your notebook.

sang	come	rang
saw	did	wrote
ridden	brought	drew
swam	gave	threw
ran	went	done
ate	sung	eaten
rung	blown	gone
blew	chose	swum
thrown	came	known
sat	rode	won
written	run	drank
drawn	given	chosen
knew	bit	stole
seen	flown	flew
taken	drunk	frozen
froze	took	bitten

For a week, you may help one another discover common errors in speech. Then borrow *Book One* to review the games that will help you to correct these errors, or, better still, make some games of your own. Can you plan any other exercises that will help you to speak correctly?

7. What a Sentence Is

Have your composition exercises shown that you are not quite sure what a sentence is? The ability to speak and write in sentences shows clearly that you are improving in composition. How can you gain this ability if you do not have it? One way is to listen to sentences as they are read. In reading, the voice shows the beginning and the ending of a sentence. What does the voice do at the end of a statement? At the end of a question? When you feel angry or happy? Your teacher will read slowly a short paragraph. Listen to her voice. Can you tell without looking at the book how many sentences she has read?

Find in your reader a paragraph of rather short sentences and practice reading the paragraph until you can show by your voice just where every sentence begins and ends. When you are called upon, read your paragraph to the class. Your classmates will tell you how many sentences you have read. When it is your turn to listen, try to feel whether a sentence tells or asks something or expresses strong feeling.

If you are one of those who find it hard to tell where sentences begin and end, perhaps your teacher will ask you to sit with some one who finds it easy, who will quietly read a paragraph while you count the sentences.

8. Another Way to Tell a Sentence

Sometimes children learn to know a sentence by comparing a group of words that do not make a sentence with a group of words that do. Notice in the three groups of words which follow that the words in the first group tell one thing completely and stop. The words in the second group make you think about something, but do not really tell you anything about it. The words in the third group give you the same thought as the second group, but do not tell you one thing completely.

1. The children played in the sunshine. (*sentence*)
2. In the sunshine (*not a sentence*)
3. When the sun shone (*not a sentence*)

Read the preceding groups of words again, thinking whether each group tells one thing completely. Which of the following groups are sentences? Make those that are not sentences into sentences.

4. A dreadful storm came upon the mountain
5. Upon the mountain
6. When the storm came
7. I went to the store on an errand
8. On an errand
9. I did an errand
10. When I did an errand
11. I will go tomorrow
12. I will go in the morning

Copy the following paragraph, placing periods or exclamation marks at the ends of the sentences. Begin each new sentence with a capital letter.

Four horses were trying to pull a great load of wood through the mud one wheel slipped into a deep rut the driver shouted and urged the horses on the horses tugged and pulled with all their might, but they could not budge the wagon finally with a tremendous pull the back wheel slipped out now the wagon started backward down the hill before the driver could place a block under the back wheel the front wheel dropped into the rut the driver now went for help how discouraged he felt

After you have corrected one another's papers, those who have no mistakes may do the opportunity work below. The others will need more practice with the teacher in telling sentences from other groups of words.

OPPORTUNITY WORK

Read the most interesting story you can find in the library. See if you can find all the tricks the author used to make the story interesting. Did he do the following things:

Tell about only one thing in a paragraph?
Choose a subject small enough to write all the worth-while details?
Omit all unnecessary *and's?*
Keep each sentence separate?

9. Kinds of Sentences

This lesson will help you to learn one more trick of the good story-teller.

In your everyday conversation you tell a fact, ask a question, make a request, or express strong feeling quite naturally. Some of you already know how to use questions in order to make your classmates curious as to what you will say next. Now that you are more grown up, you must learn how to introduce variety into your stories. In order to do this you must know the kinds of sentences and understand how to use them in your talks.

Read these sentences:

1. He was lost in the woods. (*a statement*)
2. Was he lost in the woods? (*a question*)
3. Please help me find my way. (*a request*)
4. What a cold day this is! (*an exclamation*)

Which sentence tells you something? Which sentence asks a question? Which sentence makes a request? What mark is at the close of each? Which sentence expresses strong feeling? What mark shows this? If a friend of yours had been lost, you might say with strong feeling, "Oh, was he lost in the woods!" You would show by your voice how concerned you were. The exclamation point shows the same thing when you are writing. In the same way you

might say, "John, please go away." If he persisted in troubling you and you wanted him to know how much he was annoying you, your voice would show it. When you write, you use the exclamation point to show strong feeling.

Copy the following paragraph and place after each sentence the correct closing mark; then examine your own compositions for the same thing.

One day when Jackanapes was out rambling by himself, he was knocked down by the Gypsy's son riding the Gypsy's red-haired pony at breakneck pace Jackanapes got up and shook himself He was none the worse, except for being heels over head in love with the red-haired pony How fast he went How he spurned the ground with his nimble feet How his red coat shone in the sunshine What bright eyes peeped out of his dark forelock as it was blown in the wind Could Jackanapes ever earn enough money to buy him

10. Making a Class Book

During this school year you will probably take a larger part in the life of the school than you have before. You will be old enough to enter many of the athletic contests in baseball, handball, running, jumping, and swimming. You may be called upon to take an active part in Better Speech Week, or a Safety First drive, a Clean-up Campaign, a Tree-Planting Day,

or a Pageant. You should be interested in your own room and help to keep the papers off the floor; see that there are good pictures on the walls, and flowers on the teacher's desk. It would be a good plan to begin a class book which will be a record of all the interesting things that happen in your class. Visitors may be shown the book and thus become acquainted with the things your class is doing. The class that follows yours would no doubt be interested in the record your class has made and would try to do as well. Think the plan over. Be ready to state any arguments in favor of or against it. Try to think of things funny, or surprising, or worth while done by your class as a whole or by individual members. Has any one made more than one grade in a year? Is any one so ambitious that he works before and after school? Has any one done a brave deed or a kindly act?

A COMPOSITION FOR A CLASS BOOK

Perhaps the whole class should work together upon the first story to be written in your class book. Decide by vote upon the topic, which your teacher will write on the blackboard. The suggestions in Lesson 3 will help you to be good judges. Someone should make the beginning sentence, while the others suggest improvements if possible. When the best sentence has been

decided upon, a pupil should write it on the blackboard. In this way build up the paragraph sentence by sentence. The class may choose some one who writes well and copies correctly to put it in the class book.

Any occurrence which seems specially interesting to you and your classmates should be written and copied into this book. Do you think it is a good idea to put into the book samples of the best story-tellers' work, or the work of those who improve most? If the last suggestion is followed, all will have an equal chance.

11. What Makes a Story Interesting

Here are the stories of two boys who went fishing. Read them carefully and decide which story is more interesting.

Fred More

THE FISH I DIDN'T CATCH

All of a sudden I felt a terrible pull on the line. In my mind I saw a great big tuna. "Help me, Dad, help me!" I yelled, and pulled with all my might. Just as Father stood up, I tumbled backward kerplunk into the water, upsetting the boat as I went. My fishhook had slipped from the kelp where it had been caught. That ended my fishing for the rest of the week.

Robert Wells

THE FISH I CAUGHT

Once my brother and I went fishing. We sat on the bank and fished a long time before we had a bite. After awhile I must have got a big fish on my line. I called to my brother for help. We both braced ourselves against a rock and pulled. The line broke. We never saw how big the fish really was.

Of course you like the first story better than the second. Fred began in the exciting part of his story and made his first sentences so interesting that you were eager to hear the remainder of the story.

Read the sentence in each story that tells *about the bite on the line.* Which sentence gives you the better picture?

Read the sentence in each story that tells about calling for *help.* Which sentence of the story makes you feel as if you were there looking on? How can you make the part about the breaking of the line in Robert's story more interesting?

The closing sentences of both stories are good because they tell how things came out.

Examine the titles. Do the subjects include so many things that you must write many

paragraphs to make an interesting story, or are they one-paragraph subjects?

Retell Robert's story, improving such sentences as you think need to be changed. When you have finished, the class may decide upon the best composition and tell why it is the best.

12. Telling and Writing Original Stories

Tell the class the most thrilling experience that you or one of your friends had during the vacation. Plan what the point of your story will be and stick to it. Make your first sentence so interesting that all will be eager to hear your story. Use conversation if it will help you make a livelier story or a clearer picture. Let your last sentence tell the surprise or the outcome. During your study time, tell the story to yourself first for omitting unnecessary *and's*. Tell it again, choosing better words if possible. Give your story a suitable title.

When you listen to the stories, try to decide what makes them interesting or uninteresting. Is it the subject? Is it having one point and sticking to it? Is it the lively manner in which the person speaks? Is it the use of good words? If the story can be improved, do your part in helping to improve it.

After the class has criticized these stories, you should all be able to write better stories than

you told. When writing, keep in mind the following points:

Placing your name — Capitalizing the title
Placing the title — Keeping an even margin
Indenting correctly the first word of the paragraph

Read your paper again for each of these points:

Beginning and closing every sentence properly
Spelling correctly
Punctuating and capitalizing quotations correctly
Using an apostrophe to show ownership

Are you certain of the spelling of such words as *their, there; two, too?* If not, find how they are used in the Appendix on page 340, then check all your written exercises on this point for a week.

A committee of four or five children may be chosen by the class to select three of the best stories. These will be read aloud for the class to choose by vote the composition to be copied into the book.

OPPORTUNITY WORK

Those children who like to write might group themselves into a Story-Writing Club and write a book of short stories for the third grade. The stories must be interesting and correctly written, so that they may serve as examples for little children.

13. Learning to Spell

One of the things in written composition to which you must give special attention is correct spelling. By this time you should have learned whether spelling is easy or hard for you. You are old enough now to realize that poor spelling marks one as ignorant or careless.

Since the words you miss may not be the words missed by other children, keep your own notebook. In this write the words you have not yet learned to spell for which you must ask the teacher, and also the words which you misspell. This year you will learn how to look up words in the dictionary quickly and easily.

When you have four or five words in your spelling book, you should spend some time every day studying them. In the first place, be careful to make sure of the pronunciation. You misspell many words because you do not pronounce them correctly. Sometimes you misspell words because you do not *see* every letter in the word. Learn to look carefully at the word. Perhaps your *handwriting* is at fault. Do you make *i* look like *e?* Do you make *r's* and *s's* which look alike?

When you have learned what is wrong with your spelling, try to overcome the difficulty. Your book can tell you how, but it cannot do the work for you.

Try some of these ways of studying:

Look at the word. Pronounce it slowly and distinctly. Look at the letters, one after the other, naming each letter as you do so.

Close your eyes. Think how the word looks. Open your eyes and look at your book. Were you right? Look at the word again and write it on your paper. Now look at the book. Did you write the word correctly?

Occasionally it will help you to look for the hardest part of the word. Such words as *receive*, *separate*, *business*, *memory*, *haven't*, each has a difficult part which children find hard to remember. This part is printed in black type. Have you ever made a mistake in this part of the word?

From time to time your teacher or a classmate will dictate to you the list of words in your notebook. You are now old enough to take the responsibility of fifth-grade work, and should know how to spell every word in your notebook.

It is important to learn new words to add to those which you already know how to spell. Save one part of your notebook for the new words you are adding to your vocabulary.

Prepare a list of words you are learning to spell. Write them in your notebook. Prepare another list of words that you will try to use whenever you can. In the lessons you have had this year, you will find a number.

14. Using the Dictionary

Perhaps when you were younger you looked into a dictionary and thought it a stupid book. Now that you are older you will find it helpful. Have you ever wanted to find out how to spell a word when your teacher was too busy to help you? Have you ever found when writing a composition that you had to use the same word over and over again? The dictionary is the place to learn how to spell a word and also to find a synonym for it.

You should have a dictionary of your own. If the school does not furnish one for each child, perhaps you can earn enough money to buy one for yourself.

There are so many words in a dictionary that they must be arranged in some definite order so that a word may easily be found. We speak of the order in which words are placed as the **alphabetic order.** Since you are now in the fifth grade, you perhaps know that arranging words in alphabetic order means arranging all words that begin with *a* first, those beginning with *b* next, and so on down the alphabet.

Try a race in which you will arrange the words on a page in your speller so that all those beginning with *a* are in one group, all words beginning with *b* in another group, and so on down the alphabet.

15. Arranging Words in Lists

Take your dictionary and find how many pages of words begin with *a*. How much time do you think it would take to find a word beginning with *a* if you had to look through the entire list? Of course, you know that there must be a quicker way of finding a word. This is the way. After words have been arranged alphabetically by their first letters, each group is arranged alphabetically by its second, third, or fourth letter, if there are that many letters in the word.

Try to arrange this list in alphabetic order:

was	whip	wheat
what	where	wear
wheel	which	were
window	white	who
whittle	why	wrote
whisper	while	work

Since all the words begin with *w*, what letter should you consider next? The second letter in *was* is *a*, making it first in the list. In two words the second letter is *e*. What words are they? Which one should be placed first? To decide this, look at the third letter in these words. In one it is *a;* in the other *r*. Can you now decide for yourself which of these two words should be written first?

Now that you have learned about second and

third letters, you should be able to finish the list, for fourth and fifth letters are treated the same way. If you do not know how to do this, ask your teacher or some one else to help you.

Turn to a page in your spelling book which your teacher will suggest, and arrange in alphabetic order according to every letter as many words as you can in ten minutes. The one who has the longest correct list at the end of the time will be the champion.

16. Finding Words in the Dictionary

Since you have learned how words are arranged in a dictionary, you can now find words for yourself. Suppose you have come across the word *bandit* in your lesson and wish to know what it means. In all that long list of words where will you find it? Open your book near the front. At the top of the page you will see a word which is a signpost to guide you to the right place. If you are not yet to the *b's*, turn over a few more pages. Now look down the page for the *ban* words. Having found them, look for *band*. Knowing that *d* is near the beginning of the alphabet will help you. Go on until you find your word *bandit*. Do not be discouraged if at first you are slow in finding the words. With a little practice you will improve.

SEAT WORK

A little practice makes looking for words so easy that it will be great fun. See how many of these words you can find in five minutes:

ancient	genuine	ceremony
drowsy	curiosity	knight
locality	hideous	develop
organize	dilapidated	jealousy
mysterious	treacherous	vivid
fearful	courteous	bashful

In looking for these words did you discover any other use for the dictionary?

17. The Study of a Poem

Your study of poems has taught you how beautiful common things become when they are described in the right words. Do you remember the word picture of the wind made by Robert Louis Stevenson? Can you repeat the poem now? The poet who wrote "The Rain Song" paints with words a picture of the rain. Can you see in your mind the picture he saw?

THE RAIN SONG

It is not raining rain for me,
It's raining daffodils;
In every dimpled drop I see
Wild flowers on the hills.

The clouds of gray engulf the day,
And overwhelm the town;
It is not raining rain to me,
It's raining roses down.

It is not raining rain to me,
But fields of clover bloom,
Where any buccaneering bee
Can find a bed and room.

A health unto the happy,
A fig for him who frets!
It is not raining rain to me,
It's raining violets.

—Robert Loveman

Did the poet really see daffodils raining from the sky? Then what does he mean? Have you ever grown a plant from a seed or a bulb? What happened when you forgot to give it water? Do you like the expression *every dimpled drop?* What really happened when the poet says, *The clouds of gray engulf the day?*

Does the strange word *buccaneering* keep you from seeing clearly one of the pictures? In olden times, a buccaneer was a pirate who stole whatever he could. What did the bee steal from the clover?

Do you always say *po-em* in two syllables?

Describe in one or two good sentences the most beautiful part of the picture as you see it. Read the poem again, noticing the riming

words. Reread it several times, thinking of the pictures. Close your book and try to see how much of the poem you can say.

OPPORTUNITY WORK

Would you like to write a poem of your own? Many children have done so. Here is one written by Bertha Trager, a girl ten years old:

THE BROOKLET

Little brooklet running,
Running to the stream,
Making pretty music
While I lie and dream,

Tell me, little brooklet,
Wherever you may go?
But no answer does it give me.
Ever onward does it flow.

18. Using *Lay* and *Laid* Correctly

Do you use the word *lay* correctly in talking? While *lay* and *laid* are very much alike, *lay* means *rested*, while *laid* means *placed*.

I *lay* on the grass yesterday.
The dog *lay* beside me.

My doll *lay* on the porch all week.
Mary's ring *lay* on the shelf.
My pencil *lay* on my desk during recess.

I *laid* the *book* there yesterday.
The dog *laid* his *bone* beside me.
I *laid it* away.

She *laid* it there when she washed her hands.
I *laid it* there.

Write five sentences containing *rested* and five sentences containing *placed*. Re-write those sentences, using *lay* instead of rested, and *laid* instead of *placed*. Read your sentences aloud in class to see if you have made mistakes.

There are other forms of these words *lie* and *lay*, but one group means *resting* or *rested*, while the other means *placing* or *placed*.

Rest	*Place*
Lie means *to rest.*	*Lay* means *to place.*
Lay means *rested.*	*Laid* means *placed.*
Have lain means *have rested.*	*Have laid* means *have placed.*
Has lain means *has rested.*	*Has laid* means *has placed.*
Lying means *resting.*	*Laying* means *placing.*

Read the sentences that follow, substituting for the words in italics either *rested* or *resting*, or *placed* or *placing:*

Rob is *lying* under the tree. His dog is *lying* beside him.

Has Rob *laid* his fishing line carefully away? No it is *lying* on the grass in the sun.

Fido *laid* the bone down by his master. It *had lain* there some time before Rob noticed it. At his master's command, Fido *laid* the bone farther away. Then he came back and *lay* at his master's side. He is still *lying* there. The bone is *lying* under another tree.

Write sentences using as many forms of *lie* and *lay* as possible. To be certain that you are

right, put in parentheses *rested* or *resting*, *placed* or *placing*, thus:

The children lay (*rested*) there for an hour.
The hat is lying (*resting*) on the table.
I laid (*placed*) my new dress in the closet.
Is she laying (*placing*) the clothes away?

OPPORTUNITY WORK

Those who can do so may write a paragraph showing the difference in meaning between *lay* and *laid*. You may use any forms of the words that you wish. Perhaps you can make a jingle to show the difference in meaning; as:

I *laid* my hat down by the mill,
And if it's not gone, it *lies* there still.

19. Studying a Fable

Do you remember any of the fables you learned in the earlier grades? "The Fox and the Grapes" is one. "The Goose That Laid the Golden Egg" is another. Can you recall others? These fables were written many years ago by a famous writer, Aesop. Nearly all the characters in his stories are animals who were made to think and talk just as we do.

The lesson today gives you another fable. Are the characters in this fable animals that talk like human beings?

The Travelers and the Bear

Two men, about *to start* on a journey *through a forest*, agreed *to stand by* each other in any dangers that might befall. They had not gone far before a savage bear rushed out from the thicket and stood *in their path*. One of the travelers, forgetting his promise, climbed up into a tree and hid himself. The other, seeing *there was* no chance to defend himself single-handed, fell flat on his face and held his breath. The bear came up and sniffed at him, and, taking him for dead, went off again into the woods. The man in the tree came down and, rejoining his companion, asked him with a sly smile, "What wonderful secret did the bear whisper into your ear?"

"It was no secret. He told me in future not to put confidence in people who leave *their friends* in the lurch," replied the other.

Who are the characters in this story? What had they agreed to do? What happened? Did the men do as they had agreed? What did they do? What was the outcome?

You may prepare to tell this story to the class. Can you ask with a sly smile, "What wonderful secret did the bear whisper in your ear?" Can you say in a disappointed tone, "It is no secret. He told me in future not to put confidence in people who leave their friends in the lurch"?

There is a number of words in the fable which help to make clear pictures. Find them and use them in your story when you tell it.

Do you need to look in the dictionary for the meaning of any of the words?

Be careful when you use words ending in *ing*. This story contains four of them. There are many words ending in *d*. Do not forget to sound the *d* plainly. You have had practice in using *came* correctly. Find the sentences in which it is used and read them several times. Say, *It was no secret*, or *It wasn't a secret.*

When you are listening to the story, remember that it is your part to help the one who talks, first, by telling him where he has done well, second, by showing him how to improve the weak places. Write in your notebook the errors in speech on which you need drill and use exercises from the Appendix to correct them.

SEAT WORK

This story contains words that children often confuse in writing. They are in italics. Use them in original sentences. If you need more drill, use an exercise from the Appendix, page 341.

20. Telling an Original Fable

Should you like to make a fable? Perhaps you should like to make the same point in your fable as the writer did in the fable of "The Travelers and the Bear." *A real friend is one who is loyal in time of trouble.* In a fable animals

talk just like people. Imagine that two young bears were out in a blueberry patch when a hunter came along. Can you think of something one bear did that showed that he was disloyal to his friend? How will you introduce the conversation? How will you put the truth of the fable into words for one of the bears to use?

Plan to begin your story by telling what the bears were doing. Use interesting expressions that will give a good picture of the bears. Be sure to keep the surprise until the end of the story.

Here is another suggestion for a fable:

Who Crowed the Louder?

Two roosters boasted as to who could crow the louder; planned a public trial; invited all the fowls; first rooster displayed his powers; second rooster threatened none should have food who did not vote for him; second rooster then displayed his power and received most of the applause. A dog looking through the fence said, "A dishonest victory is not a victory, but a defeat."

OPPORTUNITY WORK

Write a fable in which one of the following truths will be the point. Would you prefer to choose some other point for your fable?

Loyalty should not be given to cowards.
Safety first shows good judgment.
A true friend defends his companion.

Write the best fable in your class book.

21. Studying a Fable for Dictation

In your composition work this year you will be using a great deal of conversation. For this reason you should know how to write correctly any sentence in which the exact words of the speaker are used. Read again the fable about the travelers and the bear in Lesson 19, noticing the conversation. Is it different in any way from other conversations you have studied?

The exact words of a speaker are spoken of as a quotation. Read the first sentence containing a quotation. What mark separates the quotation from the remainder of the sentence? With what kind of letter does the quotation begin? Why do quotation marks come before *What* and after *ear?* Why do you not inclose these words, *asked him with a sly smile,* in quotation marks?

The exact words of the other speaker are at the beginning of the sentence. Read the whole sentence. Read the quotation. How is the quotation separated from the rest of the sentence? Where are the quotation marks placed in this sentence? Why are they not placed around *replied the other?* Do not use *and* unnecessarily.

Have you noticed that every time a different speaker talks his words are indented just like a new paragraph?

Study the fable for dictation.

For some children these words are difficult: *journey, through, agreed, savage, travelers, forgetting, single-handed, companion, future, confidence.*

Be careful to write correctly these words which sometimes give trouble: *two men, in their path, went off, their friends.*

When you have finished writing from dictation, open your book and correct your work. List your errors. Find practice exercises in the Appendix, pages 325 to 327, and drill yourself on each point in which you have failed.

22. Studying and Writing Conversations

Sometimes boys and girls find it difficult to determine how much of the sentence should be inclosed in quotation marks. You can decide quite easily if you read the sentence again and imagine what you would say if you were the speaker. In the following sentence the words *to his mother* and *to his father* are used after *said*, but are not part of the quotation. Why?

1. Opening the door quietly, he said *to his mother*, "Please may I go to Tom's house tonight?"

2. James said *to his father*, "I was perfect in spelling today."

3. John replied *to his father's question*, "My report card will be satisfactory this month."

Study carefully the following conversation between Ned and a jeweler and prepare to write it from dictation:

Ned had just received the last dollar needed to buy a watch. He ran to the jewelry store as fast as his feet would carry him. He dashed in breathlessly and *said* to the jeweler, "I wish to buy a watch."

"What kind of watch do you wish?" *inquired* the man.

"I should like a silver watch," Ned *replied*.

"Do you like this one?" *asked* the jeweler, holding up a small watch.

"No, that is too small," *answered* Ned.

"Perhaps this one is too large," *teased* the jeweler.

"What a beauty!" *exclaimed* Ned.

"It is very reasonable in price, too," *added* the jeweler.

"How much is it?" *inquired* Ned, anxiously.

"It is ten dollars," was the reply.

"Oh, goody! It is mine," *said* Ned. He laid down the money and walked proudly away, gazing admiringly at his new watch.

What words are used instead of *asked* and *said* to keep the conversation from sounding monotonous?

How can you tell when a different person speaks?

Find one sentence in which the exact words of the speaker make a question. What mark follows the question? Which do you place first, the question mark or the quotation marks?

Find one sentence in which the exact words of the speaker make an exclamation. What mark follows the exclamation? What does it show? Which mark comes first, the exclamation or the quotation marks?

23. Writing a Conversation

Write a conversation between:

(*a*) a boy, who wishes to play with another boy, and his mother, who wishes him to do his work first; or
(*b*) Two boys who are out fishing; or
(*c*) A pretty new doll and an old one; or
(*d*) Two boys who are training dogs.

Think your sentences through one by one. Do not use *said* and *asked* too many times. Use, instead, *replied*, *retorted*, *exclaimed*, *shouted*, *called*, *inquired*. Read your paper to see that you have used capital letters and punctuation marks correctly.

OPPORTUNITY WORK

Plan a conversation in which several of your classmates might take part. Make it in form of a play. Discuss your plans with your teacher. If the play is a good one, she may ask you to train a group of your classmates to give it before the class.

24. Making a Test

Are you quite sure you can use quotation marks without making any mistakes? To prove that you can, make a test. Select two teams, each of which will make a test for the other team. You might write a short conversation in which you omit the quotation marks, capital letters, commas, exclamation points, question marks, and periods. The test will be to copy the conversation correctly. You might make some sentences in which some of the quotations are correctly written and some are not. The children must then tell which are right and which are wrong. You might write a paragraph in which conversation is used and ask the teacher to dictate it to the class. Decide what kind of test you would like to make and prepare one. To make certain that the test for one team is no harder than that for another team, your teacher will decide upon the tests to be used. Since you must correct the tests yourselves, be sure not to prepare one that you cannot do yourself.

This test will show whether you need more drill. Find on pages 325 to 327 additional drills.

If the test shows that you do not understand what a quotation is, borrow a copy of Book One and review the subject of quotations from the beginning. To find the right place, look for the word *Quotations* in the Index.

25. Telling Jokes

Do you like to hear funny stories? Many people take great pleasure in exchanging stories of amusing incidents that they hear. Usually boys and girls who have good jokes to tell and tell them well are popular among their friends. Every good joke contains a surprise. What is the surprise in this one?

> Sammy was not fond of study. One day he surprised and delighted his mother by announcing, "I got one hundred today."
>
> "That's fine, Sammy!" exclaimed his mother. "What did you get one hundred in?"
>
> "Fifty in reading and fifty in arithmetic," was Sammy's reply.

Do you know a good joke? If so, tell it to the class. Be careful that your joke does not hurt anybody's feelings.

A class contest might determine who would write the joke for the class book. The winner would be the one who had the neatest and most accurate paper.

Write in your notebook words that have been suggested as better than those you have used.

When you correct your paper and find points in capitalization and punctuation upon which you need more drill, turn to the Appendix, pages 318 to 327, find a suitable exercise, and practice it until you no longer make that mistake.

26. Letter Writing

To prove that you know the correct forms to use in letter writing, write to some friend who enjoys jokes, relating the best one that has been told in your class. By correct letter forms are meant the heading, salutation, and complimentary closing all correctly placed, capitalized, and punctuated. A letter must also have paragraph form with correct margins. If you are tempted to begin in such a way as this: "Since I had time today, I thought I would write you," or "I didn't have anything else to do, so I am writing you a letter," remember that such beginnings are both discourteous and unnecessary. The fact that your friend receives the letter shows that you wrote it. Copy your letter if necessary, let your teacher see it, and, if it is correct in every way, you may address an envelope and then send the letter. If it is not correct, list the errors you find under the headings that follow:

Heading
Salutation
Complimentary closing
Indenting the first word
Keeping an even margin
Capital letters for sentences
Closing marks

Turn to page 345 in the Appendix, find an exercise in letter writing, and practice until you can write the parts of a letter from dictation.

27. Making an Explanation Clear

Last year the children needed a box into which their valentines might be dropped when they were ready to be sent. One of the girls who had made a valentine box in another school told how it was done. Do you think her explanation is clear? Could you follow the directions?

How I Made a Valentine Box

When I made the valentine box for our room, I used a large square hat box. Over the sides and the cover I pasted white crêpe paper. I had to do this carefully to keep the paste from showing through. While it was drying, I cut out five large red hearts from cardboard. I pasted one of these hearts in the center of each side of the box. Then I cut out a number of small red hearts for a border around the edges of the cover. High up on one side I made a big slit so that even the largest valentines could be dropped in.

This explanation is clear and interesting because:

The little girl told every step in the process in the right order.

She made every sentence short and clear.

She didn't use *then* or *and* to join the parts of her explanation. (She might have used *next, after this, when this was finished, last of all,* if she had needed them.)

She did not put in any unnecessary sentences.

She began every sentence in a different way.

Tell your classmates about some article you have made, selecting a subject that they will enjoy. Have you ever made a toy, an article of clothing for your doll, a tool, a piece of furniture, a scrapbook, a trap? There are many other interesting things which you may have made. Remember:

To choose a subject the children will enjoy
To talk in short, clear sentences
To make every thought add something to the paragraph
To tell the facts in order
To use other words in place of *then*
To speak correctly

Perhaps some children will wish to make the article about which you have talked. If so, it would be well for you to put the explanation in written form. When you write your paragraph, be careful that your capitalization, punctuation, and spelling help to make the meaning clear.

28. Playing a Story

By this time, with the help of your teacher and classmates, you should be able to plan and give a short play. Writers of real plays choose incidents from history or from books and make them into plays. You may do the same thing. Your reader will provide you with a story. Many children have dramatized scenes

from "The Song of Hiawatha," a poem by Henry Wadsworth Longfellow. The outline that follows may be used if you prefer.

A father and mother of early days leave their children at home while they go for provisions to a distant village, a two days' trip. The children finish the morning work in the house, get their lunch, then scamper out to bring in the big ripe pumpkins which furnish food for the cattle. When this is done, each cuts for himself a fine jack-o'-lantern. Just at dusk they discover Indians in the distance. The children are frightened, but brave. They decide to wait until dark, then light their jack-o'-lanterns to frighten away the Indians and so save their lives. They wait in terror what seems to them hours before they see the Indians come creeping nearer and nearer. Then they push up their lighted lanterns. With a yell of fear the Indians run away.

The play may be given in two scenes or in more if you choose. The first scene might show Father and Mother bidding their children good-by. Imagine a little cabin surrounded by woods in which Indians might be lurking. The nearest neighbors are many miles away. How might the parents feel in saying good-by? Would they frighten the children by talking about their fear? What would they talk about? When you are planning this conversation, you will realize how much well-made sentences and the choice of the best words will help you.

Your second scene might show the children doing the work. Would they have electric lights, gas stoves, and carpet sweepers? This scene might be omitted, but the conversation in another scene should tell what they did and the interesting things that happened.

One scene should show the making of the jack-o'-lanterns and the children's discovery of the Indians. The change from laughter to fear and then to bravery will give you opportunities for good practice.

The last scene might show the children waiting for the Indians to come. How will it end?

OPPORTUNITY WORK

There are many books of interesting stories about the early life in our country. These books will provide stories to tell, to write, and to make into plays:

Candlelight Stories, by Stella C. Shetter
Little Maid of Old Philadelphia, by Curtis
Little Pioneers, by Maude Radford Warren
Pilgrim Stories, by Margaret B. Pumphrey

29. Using *Sit* and *Set* Correctly

The rule for using *set* and *sat* is much the same as the rule for using *laid* and *lay*. When you use *set*, you must speak of something which is being placed somewhere. You may *set* the cup

on the table, or you may *set* the milk in the cooler, or you may *set* the basket of fruit in the pantry. Always there must be something which you set somewhere. There is one exception to this. We always say, "The sun *sets*." This is not hard to remember.

Use *sit* when you mean rest.

I sit on a chair. (*rest*)
I have sat on a chair. (*have rested*)
I sat on a chair. (*rested*)

Read the following sentences until you get the feeling of the difference between the two words:

Mother *set* the vase of roses on my desk. (*placed*)
We *set* the cup on the table. (*placed*)
We *have set* it there before. (*have placed*)
We *are setting* two baskets on the porch. (*are placing*)
We *sit* on chairs at the table. (*rest*)
We *sat* on a log by the river. (*rested*)
We *have sat* there before this. (*have rested*)
We *are sitting* there now. (*are resting*)

Copy these sentences, drawing a line under the word *set* and the name of the article set somewhere:

1. Did you set the basket of berries away?
2. Mother set the jar of cookies on a high shelf.
3. Have you set up the tent?
4. I have set the table for guests.
5. Fred set the trap to catch a mole.

Find and copy two sentences in which *sat* is used.

The word *set* is often used with regard to placing furniture in a room.

In front of the fireplace we set the davenport. Behind it we set a table. After we had laid a tapestry cover upon it, we set the lamp there and laid some books beside the lamp.

Tell how you would arrange the remainder of the furniture: Father's favorite chair, Mother's sewing chair and table, the desk and the desk chair, and any other pieces of furniture for the living room or the bedroom. In telling about each of these, use *set* as many times as you can. Remember, you must *set* something somewhere.

30. A Review

Choose the correct word and write each sentence:

1. She——where to find me. (*knew, knowed*)
2. The wind——all day long. (*blew, blowed*)
3. Have you——your suit away? (*lay, laid*)
4. Please——the chair here. (*sit, set*)
5. Has he——for the milk? (*went, gone*)
6. She——the book on the table. (*laid, lay*)
7. Why do you not wear your hair (*like, as*) I do mine? (See Lesson 4.)

Answer these questions beginning with *No:*

8. Have you any more?
9. Is it a secret?
10. Were you speaking?

31. A Review in Punctuation and Capitalization

People have not always been able to write their thoughts or to read what others have thought. In learning to do this, they learned that the use of capital letters, periods, and other marks made their written work more easily understood. Slowly there grew up rules for capitalization and punctuation which everybody who is well educated knows and uses.

How many classes of words, such as names of persons and places, do you know, that begin with capital letters? How many rules do you know for the use of the period, question mark, exclamation point, comma, apostrophe, quotations? Write as many of these rules as you can from memory, compare them in class, and copy the best ones into your notebook, with a sentence for each rule. Now get Book One of this series and find in the Index under the words *Capitals*, *Periods*, *Commas*, *Apostrophes*, and *Quotations*, the pages on which the uses of these marks are given. When you have read over the lessons, write any rules that you have missed, compare them in class, and write the best ones in your notebooks.

Study the following paragraph for dictation by giving the rule for every capital letter and for every mark of punctuation. Can you spell

every word? Do *their* and *too* still trouble you? Remember that *their* tells *whose*. *Too* means *very*.

One October day their father said, "Prudence, Mother and I must go to the village today. I think we shall be home before dark. If we are not, do you think you and Endurance are big enough to keep house while we are away?"

"Oh, yes. We shall not be afraid. There will be too much to do to be lonely," answered both children.

When you have finished writing from dictation, and have corrected your work, list your errors. Use suitable exercises from the Appendix for further practice.

32. Making a Story Lively

Compare the two following stories. Which one makes you see just what happened?

The First Trout

"Hi!" called Herbert. "Who will get the first lake trout?"

Down the trail raced the boys to the water's edge, where a canoe was drawn up. In a moment they had pushed off. Herbert took the paddle and sent the canoe flying across the quiet water to a shady cove. Joe hardly dared breathe as he waited for his first bite. Suddenly his reel sang out sharply.

"You have him!" cried Herbert. "He's a big fellow. Play him! Play him!"

It was an exciting fifteen minutes before the fish was landed, and no fisherman was ever happier over his success than Joe.

THE FIRST TROUT

The boys decided to go fishing. They wanted to see who would get the first lake trout. They ran down the trail to the water. They got into a canoe and paddled over to a shady cove. Joe waited anxiously for his first bite. Soon he had a big fish on his line. It took him fifteen minutes to land him. Joe was very happy.

The first writer made us see just what happened by the use of interesting detail. What interesting details do you find in the first story that are not in the second?

Which writer plunged right into the story? Did either writer use an unnecessary sentence?

In what way did the first writer tell how Joe got a bite? How did the second writer tell this fact? Which way is the more interesting?

Compare these two sentences: *"Hi!" called Herbert.* *"Who will get the first lake trout?"* and *They wanted to see who would get the first lake trout.* The exact words of a speaker, if not used too frequently, help to make a story lively.

Which is more exciting: *Suddenly the reel rang out sharply* or *Soon he had a fish on his line?*

Did the boat move across the water slowly or rapidly? What word tells you so? Which word expresses more speed, *raced* or *ran?*

Which story tells in the more interesting way how Joe felt when the fish was landed?

What four secrets do you learn from this lesson about telling a story in such a way that your audience will feel as the people in the story felt?

Relate a thrilling experience of your own in such a way that you will thrill your classmates. Plan it sentence by sentence. Use all the secrets of good story-telling that you know. When you have finished the story, your classmates will suggest ways in which it might be improved.

After this you may write your story. Put it away for a few days, then take it out and rewrite it, improving it in as many ways as you can. Give both your papers to a classmate, who will decide in how many ways you have improved your story.

33. Using Numbers in Paragraphs

A boy on a hockey team was asked by a newspaper reporter to write him a note immediately after a championship game, giving the result. The newspaper reporter wished to print this information as news the following morning. The boy wrote:

> The Emerson School defeated the Hawthorne School in the ice hockey championship game by a score of ——.

But he did not know how to finish. Should he write "by a score of eight goals to four," or "by a score of 8 goals to 4"?

Perhaps you, too, have been puzzled whether to write numbers in words or in figures when you are writing a letter or story. There are times when it is better to use words than figures. If the sentence begins with a number, use words, not figures, as: "Three dollars was too much to pay for the toy." Write in words numbers that can be written with one or two words; as, *two hundred, one thousand, ninety-eight;* or if the number is not exactly given, as, *about two hundred, over two thousand.* Why should you use words instead of figures in the following paragraph?

> When John sees the big freight trains pass, he wonders what can possibly be put into so many cars. Sometimes there are as many as forty cars on one train. Twice John has counted more than one hundred.

Figures are used when many words are needed to express the number. Notice that it takes six words, occupying over one line, to express the number 163,500 (one hundred sixty-three thousand five hundred). Therefore, when several large numbers are mentioned, as in the following paragraphs, figures are better than words.

One of the battles of the war lasted three days. There were 163,500 soldiers in this battle. One side lost, in killed, wounded, and missing, 23,000 men. The other side lost 20,500.

In some places prices were very high. Flour was $250 a barrel, meal $50 a barrel, and corn $25 a bushel. A turkey cost $60 and a pair of boots $250.

Usually figures are used in reporting game scores, as:

Yesterday at Memorial Field the All-stars from the Bay Cities Soccer League defeated a picked San Francisco eleven by a score of 3 to 1. Six hundred persons were on hand for the contest. The receipts will go toward the injured players' funds of both leagues.

Now copy correctly the paragraph at the beginning of the lesson. Be ready to write the last paragraph from dictation.

Write sentences of your own to illustrate each rule in this lesson. Write a paragraph for your class book about a contest in which some members of your class have taken part.

34. Telling Anecdotes

The Kaffirs are a simple tribe of people who live in South Africa. This anecdote is told of one of them:

A certain Kaffir, having been down to the seashore for the first time in his life, returned to his home with a wonderful tale about the sea. He explained

to his tribe that the waters of the sea were alive. They moved, jumped, and splashed.

"I have brought some back in a bottle to show you," he said.

The Kaffirs all crowded around him to see this wonder. But when the water was poured into a bowl, the traveler was distressed to see that it did not move at all. After examining it carefully, he turned to the crowd with a sorrowful face. "It has died during the journey," he said.—From the *Youth's Companion*.

Your class will enjoy hearing the best anecdotes you know. If you cannot recall one, look in the *Youth's Companion* or *St. Nicholas*. These magazines contain some good stories. Plan the anecdote so carefully that you can tell it without stopping to think what comes next.

Remember that an anecdote is a short story. Plan to make your story short. This means that you must make every sentence count. How should you stand and where should you look in order to make the best impression on your audience?

OPPORTUNITY WORK

Perhaps you would enjoy reading anecdotes from the lives of great men. You will find some in these books:

Benjamin Franklin, by Mary Hazelton Wade
Children's Book of Patriotic Stories, by Dickinson
Fifty Famous Stories Retold, by Baldwin

35. Writing an Anecdote

Perhaps you have a classmate who is ill and out of school. Should you not like to send him a book of anecdotes? Each member of the class might write one.

When you have finished writing, read your story through. Can you make the point clearer by rewriting any of the sentences? Can you make it more amusing by changing any of the words or sentences? Read your paper again for spelling. If you have repeated what some one said, be careful to see that your quotation marks inclose his exact words.

In what points in punctuation and capitalization do you need more drill? Consult your teacher about the best exercises in the Appendix to use for this drill.

36. Getting Rid of Incorrect Expressions

The picture on the next page shows how some children got rid of their incorrect expressions. Should you not like to act out the scene suggested by the picture? To do so, you must be aware of your most troublesome error of speech. Write it on a paper and, as you pass by the cauldron, throw it in, declaring as you do so that hereafter you will use *It is I* or the correct expression, whatever it may be.

37. Using *Teach* and *Learn* Correctly

The Foolish Tortoise

Once a tortoise wanted to learn to fly. She went to an eagle and said, "Please *teach* me to fly through the air as you do."

"You can't *learn* to fly. You haven't any wings," replied the eagle.

"I'm sure I can *learn*. Please *teach* me. It seems so easy for you," said the tortoise.

The eagle thought the tortoise very foolish, and flew away, leaving her alone. The next day the tortoise was back again. She so urged the eagle that at last he took her in his claws and flew high up in the air. Then he dropped her, saying, "Now *learn* to fly."

The tortoise fell like a stone to the earth, and was dashed to pieces upon the rocks.

What does this fable teach? Notice the use of the words *teach* and *learn*. Who was the teacher? Did the tortoise learn to fly? See if you can discover why *teach* is used in one place and *learn* in another.

Have you ever thought of the difference between *teaching* and *learning?* When you are *learning*, who is *teaching?* You *learn* to do a thing yourself. Some one else *teaches* you. Who *teaches* you now? Who *taught* you yesterday? Who has *taught* you all this year?

Fill the blanks in the sentences on page 62 with *learn* or *learned; teaches* or *taught.*

The first two sentences will serve as models.

My sister *taught* the spelling lesson which I *learned* at home.

We *learn*, but others *teach* us.

1. The kitten —— to catch a mouse.
2. Mother —— me to make a cake.
3. The mother cat —— the kitten to catch mice.
4. In school I —— to write.
5. Who —— you to draw so well?
6. I want to —— to skate this winter.

Read the following paragraph:

Yesterday Father taught me to row a boat. He taught me to shove off from shore and to turn around. What fun it was!

Make a paragraph of three or more sentences telling tricks circus animals are *taught* to do.

Make a paragraph of three or more sentences telling what a baby must *learn* to do.

Make a paragraph of three or more sentences telling what tricks you can *teach* a dog.

38. A Review

Fill the blanks in the following sentences:

1. Who has —— the wind passing by. (*saw* or *seen*)
2. I —— many ships in the harbor. (*saw* or *seen*)
3. They have —— that every child has a present. (*saw* or *seen*)
4. The old man has —— in the warm sun. (*set* or *sat*)

5. This man —— the accident. (*saw* or *seen*)
6. Columbus —— in this very chair. (*set* or *sat*)
7. We have —— him a long time. (*known* or *knowed*)
8. How long has the wind ——? (*blew* or *blown*)
9. My book —— on the bench all night. (*lay* or *laid*)
10. Have you —— that board straight? (*lay* or *laid*)

Can you not plan a game that will assist your classmates in correcting some of the most common errors? Perhaps you can borrow *Book One*, from which you will be able to get some ideas about language games.

39. Using *These, Those,* and *Them* Correctly

Children sometimes use *them* incorrectly for *those*. It is correct to say *those pens*, *these pencils*, but it would be wrong to use *them* in the place of *those* or *these*. Say, "I found *these* dimes and *those* pennies. May I keep *them?*" *Them* should never be followed by the name of an object, as *pen*, *pencil*, *dimes*, or *pennies*. *Them* should never be used to start a sentence. Use *these* or *those* instead.

Those apples grew in Oregon. Do you like *them?*
These books are for you. Will you read *them?*

Use these expressions in sentences:

these books	them
these children	those
those pictures	these

Read the sentences below, filling the blanks correctly with *them*, *those*, or *these:*

1. Will you help me carry —— books?
2. I prefer —— peaches to —— apples?
3. Bring —— tomorrow, please.
4. It has been two weeks since I lost —— .
5. I like —— hats very much.
6. Mary brought —— flowers.
7. I have never tried —— skates.
8. Will you call —— children in?
9. —— stories were written for us. Do you like —— ?
10. —— birds stay all winter. Have you heard —— sing?
11. Have you read —— books?

40. A Review of Contractions

In the story about "The Foolish Tortoise," you will find this sentence: "You can't learn to fly." For what two words does *can't* stand? What two letters are left out? What is the mark used in place of omitted letters?

In the same story the eagle said, "You haven't any wings." For what two words does *haven't* stand? What letter is omitted? What is used in place of the omitted letter? Words like *I'll* and *haven't* are contractions. Can you tell what a contraction is? Begin this way: "A contraction is a word ——."

Contractions may be formed by the addition of *not* to each of the following words and by the use of an apostrophe instead of the *o* in *not*.

Write contractions for the following words:

do	did	has	were	are	would
does	is	was	had	have	could

The correct contraction for *cannot* is *can't;* for *will not* the contraction is *won't*.

What three words in the list above end in *e?* When you make these words into contractions, be careful to keep the *e*.

In joining *is* to such words as *there*, *where*, *who*, the letter *i* is sometimes omitted. Its place is supplied by the apostrophe. Write a sentence in which *there's*, *where's*, *who's* are correctly used.

Other contractions are formed by joining *will* with *he*, *she*, *I*, *you*, *they*, *we*. In these contractions, the apostrophe takes the place of the letters *wi*, as, *he'll*. Make such contractions and use them in sentences.

41. Writing from Dictation

Study the story in Lesson 37 for dictation. Afterward compare it with your book and correct your work. Find exercises in the Appendix that will strengthen your weak points.

42. The Use of the Apostrophe to Show Ownership

Do you still make errors in using the apostrophe to show ownership? If so, write these exercises for practice.

Read these groups of words. Notice that the words in the third column answer the questions in the first. Finish the third column. Add an apostrophe and *s* to the words in the second column to show ownership.

Whose dress?	girl	the girl's dress
Whose hat?	mother	mother's hat
Whose top?	boy	
Whose wagon?	John	
Whose house?	Mr. Brown	
Whose book?	my friend	
Whose baby?	Mrs. Hill	
Whose farm?	Uncle Dick	
Whose pet?	Martha	
Whose sister?	Tom	
Whose work?	Man	

Use any five of these in sentences.

OPPORTUNITY WORK

If you enjoy making paragraphs, you might try to use in one paragraph as many of the expressions in the third column as possible. Keep in mind that all the sentences in your paragraph must be on one topic.

43. Recognizing Words That Show Ownership

Do you occasionally use an apostrophe and *s* when they are not necessary and leave them out when they are? This lesson will give you practice in recognizing words that show ownership.

Use the words in italics at the end of the sentence to fill the blanks. If more than one is meant, add an *s* only. If ownership is shown, add an apostrophe and *s*. Copy the sentences:

1. I have not seen the —— hat. (*girl*)
2. Have you the —— fan? (*lady*)
3. The two —— are eating hay. (*cow*)
4. Is your —— house for sale? (*father*)
5. He has many —— in the city. (*cousin*)
6. She has made many ——. (*friend*)
7. Have you seen our —— ? (*hat*)
8. The —— wand is waving over her. (*fairy*)
9. My —— eyes shine in the dark. (*cat*)
10. Did you see the —— at work? (*boy*)

Write three sentences using these words to show ownership: *Indian, soldier, elephant.*

Use the same words in sentences to mean more than one, but not to show ownership.

Find in your reader eight sentences in which words are used to show ownership. Copy the word and the name of the thing owned, as: *Mary's lamb.*

44. Writing a Friendly Letter

If you had received both of the following letters, which one would you choose as the more interesting to read to your class?

Dear Dick,

I thought I would write to you and tell you about my new dog. Papa brought him from St. Paul. I have a cat, too. When I go to town, I am going to look at bicycles. My chum fell off his bicycle and broke his leg. I go to school every day. As I have nothing more to say, I will close.

Your friend,

Paul

Dear Dick,

You asked me to tell you about my new dog. I wish you might see his homely pug face. At least, every one says he is homely, but I don't think so now. He looks at strangers as if he would tear them in two unless they walk the straight and narrow way, but he looks at me with eyes as gentle as a lamb's. We are great chums, Jerry and I.

Your true friend,

Jack

Compare the beginning sentences of these two letters. Is it necessary for Paul to say, *I thought I would write to you?* Wouldn't Dick know this when he received his letter even if Paul did not mention it? What have you learned about using unnecessary sentences?

How many things did Paul write about? How much did he tell about each topic? Which

is better, to tell a little about many things, or the interesting details about only one topic? Notice the way in which Jack describes his dog. He tells the things that make us see just how he looks. Examine the closing sentence in each letter. Do you think it polite for Paul to write that he had nothing more to say? Is it not much better to close with an interesting sentence as Jack did?

Write a letter to a friend who is not in your school, describing some person of whom you are fond or something you like very much. What are the most interesting points about the person or thing you are describing? Do you remember that Jack told how his dog's face and eyes looked to others and to himself? The face and the eyes were the most striking thing about the dog. Jack's description gave the reader a good idea of how the dog looked. What other secrets of good writing should you use?

When you have finished your letter, examine it carefully for spelling, punctuation, indention of the first paragraph, and also margins. Read the sentences one by one to see if you can improve them. Can you choose other words that will make better pictures? Read the letters in class for suggestions from your classmates. Perhaps your teacher will have some of the letters copied on the board before class

time. Decide which is the best beginning sentence. Why do you think it the best?

Can any of the beginning sentences that are not good be improved? In what way?

Did all the writers keep to the point? Should any sentences be left out or changed in order to make the point clearer?

Can you now write a letter that will give your friend more pleasure?

45. A Real Letter from Holland

Echten, Holland
May 2, 1924

Dear Friend,

When I go to school, I walk on a narrow path along a canal. On one side of the path is the water. On the other side are my father's tulip gardens. The rows and rows of yellow, pink, and scarlet flowers make a gorgeous sight. On market day I meet the women on their way to market to sell their flowers. Each woman carries a heavy yoke on her shoulders. From each end of the yoke hangs a huge basket full of tulips.

Your friend,

Hans

Frequently the children in one school write letters to those in another. It happens occasionally that children correspond with other boys and girls in foreign countries. Your teacher can arrange such an exchange of letters for you.

Perhaps, since many children in Holland learn English, you might enjoy sending your letter there, or perhaps you would prefer to send your letters to a country about which you are studying in geography. Get out your map of Europe and select any city you wish. When your letters are ready, your teacher will send them by mail to the superintendent of schools in the city you have chosen. With the letters will go a note from your teacher requesting the superintendent to deliver the letters to a school where English is taught and where the children wish to exchange letters with American children. If you prefer, the Junior Red Cross will arrange an exchange of letters.

Can you picture the country through which Hans walks on his way to school? Write a reply to this letter, or, better still, a letter to a child who has never been in your town, telling about your trip to school. Perhaps you live in the city and pass by rows and rows of houses set close together. It may be that you live in the country and go through the woods or by a river. Maybe you walk along a railroad track or cross one. Perhaps you ride to school in a bus. What do you see that might interest a child who has never been in your city?

It is better to write fully about one point of interest than to write about several things and

not make any one of them interesting. Do you recall two letters in Lesson 44 that show you the difference between sticking to one point and writing a little about many points? What should you remember about writing in sentences, about indenting the first word of the paragraph, about using *and* or *then* repeatedly, about beginning and closing, about sticking to the point? Use every possible help for making these letters correct. Of course you would not want to send a letter in which the parts are not properly placed, spelled, and punctuated.

OPPORTUNITY WORK

Perhaps you would enjoy reading stories about children of other lands. Here are some:

Children of the Arctic, by Peary
Children of the Cold, by Schwatka
Hans Brinker, by Dodge
Heidi, by Spyri
Japanese Fairy Tales, by Williston
Lucita: A Child's Story of Old Mexico, by Gaines

46. Commas in a Series

Turn to the letter written by Hans in Lesson 45. What colors were the flowers that Han's father had in his garden? Notice how the words are separated from one another. Three or more words used in this way are spoken of

as a **series.** Words in a series when read or spoken, are separated naturally by a slight pause of the voice. When they are written, they are separated by commas. Which words of the series are joined by the use of *and?*

Think of three colors of the rainbow. Use these in a sentence beginning with *Orange.* Write the sentence on the board and read it. How are the words separated in speaking? In writing?

Copy the following sentences. Before copying them, study each sentence so thoroughly that you need not look at the book again until you have finished writing. If you have made a mistake, you will know that you have not studied the sentences long enough.

1. My favorite holidays are Christmas, Independence Day, and Thanksgiving.
2. Fred has a rabbit, a guinea pig, and a dog.
3. Down by the creek we heard a bird chirp, a frog croak, and a grasshopper sing.
4. When winter comes in the North, there is fog, rain, and snow.
5. A bear, a lion, and a tiger were in the parade.
6. John clapped his hands, danced, and sang.

Write three sentences of your own containing words in a series. You may write about three or more animals you have seen at the circus, flowers in the garden, days in the week, or months in the year.

47. The Study of a Poem

In an earlier grade did you read and enjoy a poem about Hiawatha? You will remember that he was an Indian boy whose father and mother were dead. He was reared by his grandmother, Nokomis, who taught him the many things a little Indian boy must know. One day Iagoo, a famous old Indian, made Hiawatha a bow and arrow, and sent him out to shoot a deer. The poem paints for you a word picture of that hunt.

Hiawatha's Hunt

Forth into the forest straightway
All alone walked Hiawatha
Proudly, with his bow and arrows.

. . . . . .

Hidden in the alder bushes,
There he waited till the deer came,
Till he saw two antlers lifted,
Saw two eyes look from the thicket,
Saw two nostrils point to windward,
And a deer came down the pathway,
Flecked with leafy light and shadow.
And his heart within him fluttered,
Trembled like the leaves above him,
Like the birch leaf palpitated,
As the deer came down the pathway.
Then, upon one knee uprising,
Hiawatha aimed an arrow;
Scarce a twig moved with his motion,
Scarce a leaf was stirred or rustled,

But the wary roebuck started,
Stamped with all his hoofs together,
Listened with one foot uplifted,
Leaped as if to meet the arrow;
Ah! the singing, fatal arrow,
Like a wasp it buzzed and stung him!
Dead he lay there in the forest,
By the ford across the river;
Beat his timid heart no longer,
But the heart of Hiawatha
Throbbed and shouted and exulted,
As he bore the red deer homeward,
And Iagoo and Nokomis
Hailed his coming with applauses.

—Henry W. Longfellow

This picture is full of action. Select as many words as you can that add life and action to the story. Discuss these words with your teacher and classmates to decide which you might use in your everyday writing and speech. Use them in sentences which you should copy into your notebook.

Try to tell the story of the hunt, using as many words from the poem as you can to make a good picture.

If you have ever gone hunting, you may prefer to describe your own experience to the class. You must be careful to tell how you felt as well as what you did. Perhaps the words from the poem will help you make a vivid picture.

SEAT WORK

Fill the blanks in these sentences with suitable words from the poem:

The pathway was —— with leafy light and shadow.
The deer's heart —— within him.
The deer's heart —— like the birch leaf.
Scarce a leaf was —— or rustled.
The heart of Hiawatha —— and —— and ——.
Iagoo and Nokomis hailed his coming with ——.

48. Describing a Picture

The following description of the picture on the next page was written by a pupil. Did he see every object in the picture?

A Scene on a Farm

A little boy is sitting in the midst of his pets. In one hand he holds a bottle from which a lamb is drinking. His other hand is on his dog. A cat is sitting on his shoulder. Around him is a number of ducks and chickens.

Did the pupil write in sentences? Did he put in all the closing marks correctly? Did he begin some of his sentences in a different way? Is every sentence clear? Did he stick to the point? Did he tell everything in the right order? Did he use correct English? Although the writer used a number of the secrets of good composition, something seems to be lacking. Let us find out what it is.

Look at the picture again. Is the dog anxious to get his share of the milk or would he like to frighten away the hens and ducks? How do you know? Will the boy let him have any until the lamb is fed? How does the picture tell you these things?

More action might be put into the sentence about the cat. How did it get upon the boy's shoulder? Why do you think it climbed up?

What made the chickens and ducks join the circle? Did they want the milk or were they curious to see what was going on? Perhaps they liked the boy who fed and cared for them every day. What else might have made them come?

Here is this description rewritten. In what way is it different from the first description?

WE WANT SOME, TOO

A little boy is sitting in the midst of his pets. In one hand he holds a bottle from which a baby lamb is drinking. With his other hand he is holding back a dog that is afraid he won't get his share of the milk. The cat has climbed upon his shoulder to get a better view. The ducks and chickens, as if afraid they might miss something, have gathered around. They look as if they would like to have some milk, too.

In what sentences did the second writer let you know how the dog felt? How the chickens felt? In which sentence do you find action?

You may describe another picture in this book, a picture which you will choose for yourself, or one which your teacher will suggest.

When you have completed and improved your descriptions, read them aloud to the class, and decide which description is the best.

49. Expressing Feeling in a Story

Which one of these two stories do you like better? Can you tell why?

Winning the Game

It was the ninth inning. The score stood 6 to 5 against my team. I came to bat third, with a man on first and another on second. If I could only send a low ball, we might yet win. Whang! The ball went right under the hands of the shortstop and directly between the two outfielders. Both men came in and I made a home run. When the game was over, all the boys told me what a splendid hit it was. I pretended it was only an accident, but down in my heart I was as proud as a peacock and the happiest boy in town.

Winning the Game

It was the ninth inning. The score stood 6 to 5 against my team. I came to bat third, with a man on first and another on second. Whang! The ball went right under the hands of the shortstop and directly between the two outfielders. Both men came in and I made a home run. My ball had given us the game!

Why is the first story better than the second? The second story makes just as clear a picture as the first story does of that moment in the game when it must be lost or won. It tells just what happened and how the game was won. But it lacks one thing. It does not show how anxious the boy was for his side to win, nor how great was his pride in being responsible for the victory. Read the sentences that show how the boy felt. Tell a story about something you have tried very hard to do and have succeeded or failed in doing. Make your classmates feel as you did.

Can you recall a time when you wanted something very much? Did you bend every effort toward getting it? Did you succeed or fail? How did you feel about the outcome? When you tell this story, try to make your classmates see in their minds the things that happened. Make them feel just as you felt. You have learned that interesting beginnings, details told in the right order, and a closing sentence that tells the outcome all help to make a clear picture in the mind. Try to make the class feel as you felt. When the stories have been told and improved in every way possible, decide by vote whose story was best.

Have you any new words that you would like to use in your everyday conversation? If so,

write the words in your notebook and use them in sentences.

What corrections in your speech should you add to your list and practice every day?

50. A Story to Study

The Happy-New-Year Man

"What New Year resolutions did you make this year?" asked Jack, sitting on the bear rug and hugging his knees before a blazing fire.

Marjory sighed. "Oh, dear me!" she replied. "I haven't made any yet. I suppose I had better."

"I know what I am going to make," continued Jack.

"What?" asked his sister.

"I am going to remember to wipe my feet well before going into the house. I am not going to whistle in school if I can help it. I'll try not to step on Fatty's toes at dancing school, but he does stick them out at me, honestly he does, and—"

"Hold on, hold on!" said a voice. "I can't write that all down so quickly."

Marjory and Jack looked all around them, but couldn't see anybody.

"Who do you suppose that was?" whispered Marjory.

"It is I," answered the little voice. "I am sitting here in the fire."

Jack and Marjory looked again, and sure enough, on one end of a burned log sat a tiny little man. He was dressed in a red suit, with green shoes and stockings, a green belt around his waist, a round green

collar, with points like a holly leaf, and a green holly leaf sticking up from the middle of his round cap. He looked for all the world like a fairy, as he sat there, no bigger than your thumb, with one knee crossed over the other and a pad and pencil in his hand.

"Who are you?" asked Jack and Marjory together.

"I'm the Happy-New-Year Man," he answered. "Yes, I'm a fairy, and I come around on the first of January every year to write down the New Year resolutions every one makes."

"Were you taking down all that I was saying?" asked Jack.

"I certainly was; and listen to me, young man. Don't you make so many resolutions that you cannot keep any of them, the way you did last year. You quite broke 1923's back."

"What do you mean?" asked Jack.

For answer the Happy-New-Year Man gave a little whistle, and down the chimney flopped another little man, who sat on the log beside him. He looked older and more tired than the little green and red Happy-New-Year Man. His clothes were torn and ragged. His face was lined and wrinkled. His poor back was bent quite double with the weight of the pack he carried.

"This is poor old 1923," said the Happy-New-Year Man. "He is all worn out and pretty old. Now a new little boy will have to carry your 1924 resolutions. It is partly your fault that 1923 is so tired."

"My fault!" gasped Jack. "Why, what do you mean?"

"It's yours and Marjory's," said the Happy-New-Year Man severely, while poor old 1923 slipped his bag off his back and with grunts and groans tried to straighten himself up. "Look here." As he spoke, the Happy-New-Year Man opened the big sack and pulled out handful after handful of bundles all the same size and shape.

"These are *dirty hands* resolutions. Do you remember you promised to wash your hands every night for dinner last year without being told? There are two hundred ninety-nine *dirty hands* bundles here in the sack. That means you forgot two hundred ninety-nine times in the year. Each night poor old 1923 had to pick up your broken resolutions and put them into his pack.

"These," went on the Happy-New-Year Man, his jolly face looking very severe as he hauled out a dozen or more packages that were smaller, but heavier, "these are the times Marjory pretended to be sick, so she could stay at home from school and needn't get her lessons."

Marjory blushed rosy red, and the little man shook his finger at her.

"Maybe you fooled your mother and teacher," he said, "but you didn't fool us fairy folk."

He pulled out bundle after bundle and showed the children just what they were. "If you hadn't resolved not to do all these things, just a year ago, 1923's back wouldn't have been broken. Now let me give you a word of advice. Just pick out a few things to resolve to do, or not to do, and remember them. I have a fine little boy for 1924 and I don't want his back broken."

Jack and Marjory sat up very straight and still and thought for a long time. At last they said they knew what they would resolve. The Happy-New-Year Man crossed his knees, got out his pencil, and made all ready to listen.

"I'll make just three," said Jack, "I can remember three, I am sure. These are the ones. I'll truly remember clean hands this year, because it does bother Mother dreadfully to keep telling me."

"That's fine," nodded the Happy-New-Year Man. "You see, every time you remember that resolution this year, one of the dirty hands bundles will roll right out of the bag. See if you can roll them all out, and maybe 1923's back will straighten out again."

"Oh, really?" asked Jack. "Is that the way to mend it?"

"That's the way," answered the green and red fairy. "What else?"

"The other two are always to speak the truth and not to tease Marjory," answered Jack.

"Fine!" said the Happy-New-Year Man. "Now, Marjory, what about you?"

"I'll make three, two of them the same as last year. One is not to pretend to be sick. Another is not to whine and beg for things when I am told I cannot have them. The last is to obey Mother the minute I'm spoken to."

Just then the Happy-New-Year Man gave another whistle, and down the chimney flopped the cutest, cheeriest fat little person you ever saw.

"Hello!" he said, bobbing his curly head. "Here I am. I'm 1924 and I am all ready to carry my load. Where is it?"

"Mercy me!" cried the Happy-New-Year Man. "We were just saying you won't have to pick up any broken resolutions this year. You can go rollicking and frolicking through the whole year with no pack at all on your back.

"Our friend 1923 was as young as you when he started last year. He was made old before his time. You may think you are strong, but you are rather young, so don't go looking for bundles."

"Ho!" said little fat 1924, as he turned three somersaults on the log. "Ho! All right, then, I won't." And he whisked up the chimney again.

"O Happy-New-Year Man, we'll try so hard not to break a single resolution and give him any bundles to carry," said Marjory.

"All right," said a tiny voice from away up the chimney.

Jack and Marjory rubbed their eyes and looked at the log, but old 1923 with his pack and the gay little red and green Happy-New-Year Man had disappeared.— *By* ALICE ROSS COLVER, in the *Story Teller's Magazine.*

What do you think the Happy-New-Year Man said about his meeting with Jack and Marjory when he went back to Fairyland? Remember that the fairy was too busy that day to take time to tell everything that Jack and Marjory said. Select what you think are the most important things and tell them as interestingly as you can. Be careful about your use of *and.* Plan a good beginning and a good closing sentence.

Have you ever made New Year resolutions? Tell a story about how you made them. Since this is your first story of the New Year, you should use every secret of good story-telling that you can remember. Your classmates will tell you when you have done well and what points you need to improve. Here is a list of some of the points in good composition that you have learned:

Thinking the story through to the end before telling it
Making a good beginning sentence
Telling the parts in the right order
Sticking to the point
Beginning some of the sentences in a different way
Closing well
Omitting unnecessary *and's*
Speaking correctly and distinctly
Standing well

Should you not like to write these stories of New Year resolutions and bind them in a book?

A group of children might volunteer to plan and make the cover. Another group might select the best resolutions, and a third group arrange them in a book. It will be interesting to find out at the end of the year what has happened to these good resolutions.

51. Playing the Story

How many scenes will you need in this play? How many players will there be? Does every player speak? How can you arrange to have more children take part? Which character has the most to say in the play? What kind of person should you choose to play his part?

Practice saying, "Hold on, hold on! I can't write all that down so quickly," just as you think the Happy-New-Year Man said it.

Decide what will be the best kind of whistle to use when the Happy-New-Year Man calls old 1923 down the chimney. Practice talking in the severe tone which the Happy-New-Year Man must have used when he talked to Marjory. Decide how 1924 said, "Hello! Here I am. I am 1924, and I am all ready to carry my load. Where is it?" What else did 1924 say? Practice saying it as you think he did. Can you call *All right* in a tiny voice and still be heard?

How will you arrange the entrance of 1924? Of 1925? Change the years if you wish.

When one group of children has played the story, another group might have a turn. When you have selected the best players, would it not be pleasant to invite another class to see the finished play? This will give you an opportunity to practice writing an invitation.

OPPORTUNITY WORK

Children who like to write and do not need the daily drills in correct speech, capitalization, and punctuation might like to publish a weekly sheet of school news or of nature-study news. Such items as those that follow may be used:

Last Saturday night I saw a small brown owl. It had two large tufts of feathers. Several times last week I heard an owl screech.[1]

Last Monday I discovered an English sparrow's nest. It was crowded in between two small posts at the top of a telegraph pole.[1]

Every year the monarch butterflies migrate to the South in great clouds. There are many monarchs at the beach now.[1]

The Wolves and the Crescents played a game of soccer March 24. The Wolves won by a score of 4 to 2. The game started at 2:15 p.m. and ended at 3:15.[2]

Galen Crowley of Room 23 will give a puppet show on Saturday afternoon, February 23, at 3 o'clock. The play will be *Don Quixote* and will be held in his garage. The public is invited. For further particulars see Galen Crowley or Arthur McEwen, Room 17.[2]

We are about to dedicate our new gymnasium. All the teachers of the College and the children of

[1] From *Science and Life*, published by the Nature Study Club under the direction of Miss Grace Findlay, State Teachers College, San Francisco, California.

[2] From *The School News*, published by Room 17, under the direction of Mrs. Evangeline Spozio, State Teachers College, San Francisco, California.

the grammar grades will be present. The parents are also invited. Mayor Rolph and the president of the Board of Education will be present. There will be songs and addresses.[1]

52. *It Is I*

Turn back to your story of the Happy-New-Year Man and find his answer to Marjory's question, "Who do you suppose that was?"

Have you learned to say *It is I* in reply to such questions as "Who is there?" It is a little harder to learn to say: *It is Mary and I* or *It is Jack and I.* Think about it in this way: If I can leave out the word *Mary* and say correctly, *It is I,* then I can use correctly *Mary* and *I,* or *Jack* and *I,* or any name and *I.*

How would you answer these questions using a name and *I?*

Who is calling?
Who wishes to go?
Who do you suppose it is?

The words *he, she, they,* and *you* may be used in every sentence in which you may use *I.* Read the following sentences until they sound familiar to you:

It was Mary and I who whistled.
It was she and I who borrowed the book.

[1]From *The School News,* published by Room 17, under the direction of Mrs. Evangeline Spozio, State Teachers College, San Francisco, California.

It was they who played the last time.
It was I who took the part of the Happy-New-Year Man.
It was he and she who passed the best test.
It was John and he whom I called.

Make sentences using correctly the groups of words which follow. Read your sentences aloud. Are your sentences correct and at the same time interesting?

Mary and I	Mary and they
He and she	Jack and he
They and I	Jack and I

53. Using Double Negatives

In the New Year story, Jack asked Marjory what resolutions she had made. Marjory answered, "I haven't made any." Do you always remember to say, *I haven't any?* Such words as *no*, *not*, *nothing*, *none* are called **negatives.** Children and grown folk, too, sometimes make the mistake of using two negatives in the same sentence. You must be very careful not to use double negatives. If you say *I haven't no*, you have used a double negative, for *haven't* is the short form of *have not*. The sentence thus contains two negatives, *not* and *no*. Be careful to say *I haven't made any, I cannot find any, I didn't see anybody.*

Write the following sentences correctly:

1. I haven't (*no, any*) pen.
2. Didn't he see (*no, any*) one?
3. I didn't throw (*no, any*) paper on the floor.
4. Won't (*nobody, anybody*) help me?
5. Can't you tell (*nobody, anybody*)?
6. I didn't do (*nothing, anything*).
7. It doesn't make (*no, any*) difference to me.
8. I can't do (*none, any*) of those examples.
9. I have never tried to help (*nobody, anybody*).
10. Don't tell (*nobody, anybody*).
11. I have said hardly (*anything, nothing*).

54. A Review in Correct Speech

Choose the right word to use:

1. There (*was, were*) two hills to climb.
2. Has the captain (*blew, blown*) the whistle?
3. The eagle flew down and (*sat, set*) here.
4. Had he (*knew, known*) that before?
5. I am sure Mary (*lay, laid*) it there.
6. Have the children (*sang, sung*) their song?
7. She made her dress (*like, as*) I do mine.
8. There wasn't (*no, any*) time to play.
9. It was Mary and (*I, me*) who rowed.
10. Did you see the captain avoid (*those, them*) rocks?

55. A Lesson in Quotations

Compare the two stories that follow. Do they mean the same thing? In what way are they different?

In Greece there lived a wise man by the name of Diogenes. One day at noon Diogenes was seen

walking through the streets with a lighted lantern, looking all around as if in search of something. Some one asked him why he carried a lantern when the sun was shining. Diogenes answered that he was looking for an honest man.

In Greece there once lived a wise man by the name of Diogenes. One day at noon Diogenes was seen walking through the streets with a lighted lantern, looking all around as if in search of something.

"Why do you carry a lantern when the sun is shining?" asked some one.

"I am looking for an honest man," answered Diogenes.

In one story the words are written exactly as the man spoke them. Words so written are spoken of as a **direct quotation.** We show that the *exact* words of a speaker have been used by inclosing these words within quotation marks. In the other story the same idea is given, but the speaker's words are not given exactly as he said them.

Find in the story of the Happy-New-Year Man a direct quotation which comes at the beginning of the sentence. What mark separates the direct quotation from the remainder of the sentence? What marks inclose a direct quotation? Copy the sentence.

In the same story find a sentence in which the exact words of a speaker are placed at the end of a sentence. What mark separates these

words from the rest of the sentence? How do we show which words in the sentence are the exact words of the speaker? Copy the sentence.

Which of the following sentences contain direct quotations? which indirect quotations? Practice writing the sentences as your teacher dictates them to you. Remember that a quotation is not written correctly unless the capital letters are placed where they should be.

1. Jack asked what he meant.
2. "What do you mean?" asked Jack.
3. Jack said that he would make three resolutions.
4. "I'll make three resolutions," said Jack.
5. A man said that he could mend the doll.
6. "We should like to make peace with the Roman people," he said.

If you need still more practice, you will find suitable drills on pages 327 to 329.

56. A Lesson in Contractions

Find in the story about the Happy-New-Year Man the shortened forms of the following words, and use them in well-written sentences. What do you call the shortened form of a word? What mark takes the place of the letter or letters omitted?

have not	need not	It is	we will
cannot	had not	I am	would not
could not	will not	I will	
do not	did not	that is	

Have you noticed that contractions are often used in conversation?

When you finish writing your sentences, exchange papers and correct each other's work. Those who need more practice may turn to the Appendix and find a suitable exercise for further drill. Ask for a test to be certain that you are perfect before you go any further.

57. Words That Show Ownership

Do you require more drill in words that show ownership? If you do, this lesson will provide it.

Do you remember that when Jack was making his resolution he said, "I'll not step on Fatty's toes"?

The apostrophe in *Fatty's* is used to show that the toes belong to Fatty. Find two more words in the same story which show that an apostrophe is used to show ownership. Copy the words and use them in sentences of your own.

In each one of the following sentences, decide which word, if any, shows ownership. If a word shows ownership, tell what is owned.

1. They saw the cat's tail standing straight in the air.
2. The king's messenger carried the note to the queen.
3. They stopped in two large shops in the city.
4. "I smell man's flesh," said the giant.
5. Fred's stories of adventure were more interesting.
6. It's the first day of June.
7. Is Mary's lesson well written?

8. The boys played together during the whole day.
9. The boy's tops were spinning merrily.
10. The engine's wheel was broken.

Be ready to write this paragraph from dictation:

The man grew so bold that he took hold of the lion's lame paw to see what was the matter. The lion stood quite still and rubbed his head against the man's shoulder. He seemed to say, "I know that you will help me."

Open your books and correct your work.

If you have made any mistakes, find in the Appendix a suitable exercise for further drill.

58. Beginning Well

Sometimes, even when you have chosen a good subject, your classmates do not look interested until you are nearly halfway through your talk. The reason for this may often be found in the way you begin.

Notice the beginning sentences which follow. Have you any idea what the point of the talk will be until after you have read the first two sentences?

I have a parrot. My parrot's name is Polly. It is the most beautiful parrot I have ever seen.

I have a dog. His name is Pal. Every time I play the piano Pal does a dance which I call "chase your tail."

I was out playing one day. I was near my father's beehives. I had a terrible fright.

After the first sentences the little girl who gave the first talk described her beautiful parrot well. Since the point of the story, however, was to tell how beautiful her parrot really was, she should have begun like this: "My Polly is the most beautiful parrot I have ever seen."

The boy who gave the second talk told in an interesting way of a dance his dog could do. Since that, however, was the point of the story, his first sentence should have been: "Every time I play the piano, my dog, Pal, does a dance which I call 'chase your tail.' "

The third speaker who wished to tell about the terrible fright might have started like this: "When I was playing near my father's beehives, I had a terrible fright."

The following sentences introduce a story about a boy who, thinking it would be fun, crushed a man's high silk hat. The boy was chased and caught and had to pay for the damage to the hat from his allowance.

I was coming home from school one day. I saw a man. He passed me. He was wearing a high silk hat.

How many sentences did the boy use to introduce his story? Was it necessary to tell about seeing the man, and also about passing

him? These sentences might be combined in this way: "When I was coming home from school one day, a man wearing a high silk hat passed me."

Combine the following short uninteresting sentences into one good sentence which will at once introduce the story:

I went on a hike Saturday. Two boys went with me. We went to Muir Woods.

I have a shepherd dog. One day I was practicing on the piano. My dog came in.

Last summer I was riding to town. A cowpuncher was with me. My horse stepped into a gopher hole.

My sister and I were alone. It was night. We decided to have an adventure.

Two boys were walking along a dusty road. It was in the afternoon. It was a very hot day.

Your teacher will write on the blackboard the beginning sentences that you have prepared. You may decide upon the best one. Afterwards prepare an imaginary story, using one of the sentences on the blackboard as a beginning sentence.

When you talk, make every sentence add to your story. Have it close well. What should you remember about your standing position? about speaking? about using *and* to join your sentences? about keeping to the point?

Have you any new words that you would like to use in your everyday conversation? If so, write the words in your notebook and use them in sentences.

59. Writing a Letter

Write to some fun-loving friend telling the best joke that has ever been played on you. You may introduce your letter with a paragraph in which you explain, in a natural way, why you are writing the letter. You might begin like this: "In class today we were telling jokes that had been played upon us. This is the one I enjoyed most."

In the second paragraph tell the joke.

After you have made your sentences, capitalization, punctuation, and spelling as nearly perfect as you can, have some one else read the letter to check your mistakes. Never send a letter that is not your best work. The correct forms for letters you will find in the Appendix.

On what points in capitalization and punctuation do you require more drill? To prove that you can spell correctly the names of the months of the year, step to the blackboard and write them. Can you use correctly three or more words in a series? (See Lesson 46.)

Find practice drills in the Appendix that will help you with your weak points.

OPPORTUNITY WORK

Would you like to keep a diary? A diary, you know, is a book in which you write each night an account of what you have done during the day. Here are two paragraphs from the diary of a little girl who lived a long time ago.

Wednesday, March 16, 1853.—Mr. Cross had us speak pieces today. When he called our names, we walked to the platform, toed the mark, made a bow, and said what we had to say. He did not know what our pieces were going to be and some of us said the same ones. Two boys spoke:

"The boy stood on the burning deck,
Whence all but him had fled."

William Sly was one, and he spoke the better. When he said, "The flames that lit the battle wreck shone round him o'er the dead," we could almost see the fire. When he said, "My father, must I stay?" we felt like telling him, no, he needn't. He is going to make a good speaker.

Sunday, March 20, 1853.—It snowed so that we could not go to church. Grandfather put on his long coat with a cape, which he wears in real cold weather, and went. We wanted to pull some real long stockings over our shoes and go, too, but Grandmother did not think it was best. It was the longest day I ever spent. The only excitement was seeing the snowplough, drawn by two horses, go up one side of the street and down the other.[1]

[1]From *Village Life in America*, by Caroline Cowles Richards, pp. 27 and 29. Copyright by Henry Holt & Co.

60. Recognizing a Sentence

By this time, when you are speaking or writing, you should have learned to know what a sentence is. To prove that you do know, read the following paragraph until you are certain that your voice will tell just where one sentence closes and another begins:

We had fished all day, but nobody had had even a bite just before we started home, I found a deep hole by a log selecting a big, fat angleworm from my can, I fastened him on my hook even though I dangled it in front of the trout, not one would bite next time by chance I selected a black worm an old trout made for that worm as if he had had nothing to eat for a week I gave such a pull on my line that my fish was swung out ten feet in the air everybody laughed, but I held my head high I was the only one that had caught a fish.

WRITTEN WORK

Copy the paragraph. How do you mark the beginning of a written sentence? the closing?

61. Different Kinds of Sentences

Read the following story. Do you think it is well told?

SAFETY FIRST

How big that shining new dollar felt in my pocket! Should I spend it for a knife, or for a pair of gloves, or save it for my radio? With my thoughts fixed on

that dollar I started across the busy street without looking to the right or left. Suddenly an automobile horn shrieked in my ear. The frightful monster was right upon me. Just then a strong arm grasped mine and I was lifted to the sidewalk, safe and sound. I shall never forget the terror of the moment I stood in front of that automobile!

A story that expresses the feelings of the person who tells it is usually interesting. Read again the first sentence. Notice that the writer expressed a strong feeling of pride in owning that dollar: *How big that shining new dollar felt in my pocket!* A sentence that expresses strong feeling is followed by an exclamation point.

The next sentence is a question. It adds interest to the story by arousing curiosity. *Should I spend it for a knife, or for a pair of gloves, or save it for my radio?* The remaining sentences state facts. Sentences that state facts are followed by periods. Sometimes a sentence may express a fact and a strong feeling at the same time. In that case an exclamation point shows the feeling, as: *I shall never forget the terror of the moment I stood in front of that automobile!*

Practice reading the paragraph until your voice shows the strong feeling expressed in the sentences followed by an exclamation mark.

When you read the question, can you make your voice arouse curiosity in your listeners?

Find in your reader examples of sentences that express strong feeling. Find sentences that ask questions. Find sentences that state facts. Copy one of each kind.

For another exercise be ready to write the paragraph from dictation. These words are the most difficult. Study them and others that you think you might misspell.

shining	shrieked	terror
dollar	suddenly	moment
thoughts	automobile	grasped
across	frightful	busy

62. A Review in Capitalization and Punctuation

Study the paragraphs given with this lesson for dictation. Be ready to give a reason for every capital letter and every mark of punctuation. Make your reason into a rule, as: *Every sentence should begin with a capital letter.* These rules your teacher will write on the blackboard. The class will decide which are the best ones, and those should be copied into a notebook.

Study the difficult words for spelling: *almost, announced, dinner, coming, guests, thought, storeroom.* Notice the spelling of *week* in next *week;*

of *there* in *there was* and *there isn't;* of *too* in *too busy*; of *here* in *the Scout here. I'll* is a short way of writing *I will. Isn't* is a short way of writing *is not.* What letters have been omitted? What mark takes their place? What are such words called?

Mrs. Munson announced at dinner one June day, "Jasper, some one must go to mill right away, or I'll have to buy a sack of flour. I am almost out, and guests are coming next week. I thought there was a sackful in the storeroom, but there isn't one."

"I'll be too busy to go myself for a few days, but I'll do up a sack of wheat and the Scout here can go with it," replied Mr. Munson slowly.

When you have finished writing, open your books and correct your work. If you have failed on any of these points, turn to an exercise in the Appendix for practice upon them:

Capital letters for the beginning of a sentence
Capital for the name of a person
Capital for a title
Capital *I*
Capital for the name of a month
Period for the close of a sentence
Period after an abbreviation
Quotation marks
Commas in a quotation
Apostrophe in a shortened word
Spelling

63. More Practice in Explaining

One of the things you may have to do at home, as well as at school, is to tell how to do something. Can you make as clear and interesting an explanation as this boy made?

How I Taught My Dog to Speak

I held a piece of bread out of my dog's reach and tried to make him bark for it by saying, "Speak, Jerry, speak!" At first he seemed very anxious and uneasy. Then he whined and made all sorts of queer noises. Finally he barked. As soon as he barked, I gave him the bread. After he had eaten it, I broke off another small piece and began again.

What interesting thing have you done that your classmates might like to learn to do? Perhaps you have taught a dog to draw a cart, jump through a hoop, or do some other trick. Do you think they would like to learn to throw stones in such a way that they will skip over the water? You might tell them exactly how to hold the stone and how to throw it. Maybe they would like to learn to make a Teddy bear or some other toy. Perhaps you have visited where steers are roped, where salmon are caught and packed, where flour or sugar is made, where oranges are packed, or where fields are watered from a big ditch instead of by rain. All these things would make good stories. Perhaps you

know how to set up a radio or have made a collection of shells, buttons, or stamps.

The first important thing is to choose a subject your classmates want to hear about. The second thing is to begin the story with an interesting sentence. After this, one secret of a clear explanation is to tell your facts in order in short, clear sentences. Avoid beginning every sentence with *then* or *and*. Such expressions as *next*, *after this*, *finally*, *at last*, *when this was finished*, *now*, *following this* may be used instead.

Two or three pupils should volunteer to write their explanations on the blackboard. If any of these are not clear, they may be improved.

64. Giving Directions

Much of our conversation is concerned with explanations of some kind, as how to do things, or how to go somewhere. Do you always find it easy to direct a stranger to the place where he wishes to go?

Are these directions exact and clear?

> Follow the main road until you come to the forks. Then take the right-hand road, cross the railroad track, and follow it for two miles until you come to a windmill. Take the right-hand road at the windmill and climb the hill. On top of the hill there is an old brickyard. From the brickyard you can see Windsor nestling among the trees in a little valley about two miles ahead.

Pretend that your uncle, who has never before visited you, calls at the school to go home with you. Your mother, however, has arranged for you to go to the dentist's, so you cannot accompany him. Direct your uncle to your home.

Pretend that a stranger asks you to direct him to the public library. Write the directions. The best way to do this is to imagine yourself on the trip and to jot down each change in direction you make. With this outline before you, write the directions in sentences. Read your directions in class. Are they accurate? Are they clear?

65. Describing a Picture

Have you ever come upon a beautiful sight and wished that some friend might be there to enjoy it with you? It is very pleasant to know how to describe what you see so clearly that others will be able to see in their minds the same picture.

Does the following paragraph make a pleasing picture? How does the picture you have in your mind differ from or resemble the one on the opposite page?

Picking Cherries

It was a pretty sight. Henry, slim, tanned, and graceful, perched away up in the tallest tree, picked rapidly. Halfway up the tree the two girls in their

sensible bloomers leaned easily against the ladders. Their fluffy hair gleamed in the warm sunshine. Bennie, with cheeks as red as the cherries, trotted to and fro waiting upon the busy pickers.

What words help you to form a good picture of Henry? Notice that you are told how he looks and what he is doing. Were the girls clumsy? What does the description tell about them? What sort of cheeks did little Benny have?

Have you a picture in mind that you wish to share with your classmates? If you have, plan how you will tell it so that they will enjoy it as much as you do.

Make your sentences short and clear. Try to use words that say exactly what you mean. Avoid running your words together. Do you speak distinctly words ending in *ing, t, d?* When you have finished speaking, your classmates will help you improve your description by suggesting more exact picture words, a better opening sentence, and different ways of beginning the sentences in the paragraph.

If you are interested in making a picture book, these paragraphs, written on pages opposite drawings or pictures cut from a paper or magazine, would make a suitable gift for children in a hospital.

66. An Exhibit of Pets

Once every year, in a certain large city, the children bring all their pets to a big building and have a show, just as their parents have a poultry show or a horse show. Chickens, rabbits, canaries, dogs, cats, and ponies are all entered in the exhibition. One year a boy brought a tame snake, and another boy a horned toad. If you have a good place to keep your pets, it would be interesting for you to bring them to school and hold an exhibition. If you cannot have a real exhibit in your school, you might have a make-believe one. If you do this well, it will be almost as much fun as a real exhibit.

Instead of bringing one of your pets for your classmates to see, describe it so clearly that they can see in their minds how it looks. If you have no pet, describe one that you would like to have.

In a real animal show judges are appointed who look at the animals and decide which are the finest. These judges know what points to look for.

The judges whom you select for your make-believe show will award the prize to the pet that is most clearly described.

Think out every point you will use in your description. The one that is the hardest to

think out may be the very point that will win the prize for your pet. Strive for:

Interesting details
Sentences to the point
Correct speech

67. Writing a News Paragraph

Pretend that your exhibit was a real one. Write a news paragraph for the daily paper telling where and when the exhibit took place, what pets were exhibited, and what prizes were won. If you mention a series of names, be careful to use the correct punctuation. Refer to Lesson 46 if you need help. The spelling of the names of the days of the week, you will find on page 319. Be careful about their capitalization. Should you wish to use numbers in your paragraphs, refer to Lesson 33. Page 99 will show you how to write a date in a sentence. Use the Index to find other rules for other points about which you are uncertain. Make this paragraph as nearly correct as if you were writing for a real newspaper.

68. Practice in Making Outlines

Can you find Labrador on your map of North America? Here and there along the coast of this lonely land are little clusters of huts and tents, the dwelling places of Eskimos.

The bare, jagged rocks and the dull-looking country seem desolate to us, but they have a different look to the Eskimo. To him they bring visions of seals and walrus, of fat codfish, of birds to be trapped, and of many exciting times.

Work and Play among the Eskimos

It does not take long for the Eskimo father to build his little snow house. He has no boards to saw, no plaster to make, no bricks to lay. He does not have to plan for a living room or dining room or kitchen or bedroom. All he has to do is to take his large bone knife and cut great blocks of ice. These he fits together, one on the other, and rounds them over the top like a dome. The cracks he chinks with snow. For a window he uses a piece of fish skin that looks like dirty glass. He cuts a small doorway so low that people must crawl in. Then he builds a long tunnel outside the door to keep the wind out. His house or igloo is now finished.

When the Eskimo mother cooks the meat, she uses a queer little stove. It is nothing but a small lamp hollowed out of stone. The wick of moss is made in a long roll and fitted inside the edge of the lamp. Instead of kerosene or gasoline, she uses oil made from the fat of the whale or walrus. This smoky little lamp supplies all the heat and light for the igloo through the long winter months.

The little Eskimo boy has a strange-looking sled with which to play. It is made of the same material as the house — a big block of ice. It glides downhill as easily as your gaily painted sleds of wood and steel.

If his sled wears out, our little Eskimo boy can easily get another.

In what other way might you say: "He has no boards to saw, no plaster to make, no bricks to lay"? Why does *Eskimo* begin with a capital?

Many times before, when the story has been a long one, you have told it in parts. To each part a title was given. These titles arranged one below the other formed an outline. With the outline as a guide you remembered to tell the parts of the story in the right order.

What would be a good title for the first paragraph of the story about Eskimos? for the second paragraph? for the third paragraph? Make an outline by writing these titles one below the other. When you have finished the outline, write it on the blackboard. Select the best one to use in telling the story. In what way will it help you? When talking, be careful about using too many *and's*. Begin some of your sentences in a different way to add interest to the story.

Your teacher will assign three or four short paragraphs from your history or geography for which you may make an outline. When you have finished your outline, you may recite from it as you did with this story.

69. More Practice in Telling a Story from an Outline

In Yosemite Valley in California there juts out from one of the walls of the valley a great rock over four thousand feet high. Indians living in the valley from very early times watched the rock day after day, year in and year out, wondering how it came to be there. This is the story they tell about it:

Legend of El Capitan

Once two little Indian boys living in the valley went down to the river to swim. After paddling and splashing about to their hearts' content, they went on shore and crept up on a huge bowlder which stood beside the water. There they lay down in the warm sunshine to dry themselves and fell asleep. They slept so soundly that they knew nothing, though the great bowlder grew day by day, and rose night by night, until it lifted them up beyond the sight of their tribe, which looked for them everywhere. The rock grew until the boys were lifted high into the heaven, far above the blue sky, until they scraped their faces against the moon. Still year after year they slept among the clouds.

Then all the animals came together in an effort to bring the boys down from the top of the great rock. Every animal leaped as high as he could up the face of the rocky wall. Mouse could jump only as high as one's hand. Rat could jump twice as high. Now it was Raccoon's turn. He jumped a little farther. Grizzly Bear made a great leap far up the wall, but

fell back. Last of all, Lion tried. He jumped farther than any other animal, but he fell down upon his back.

Along came tiny Measuring Worm, and began to creep up the rock. Soon he reached as high as Raccoon had jumped, then as high as Bear, then as high as the Lion's leap. By and by he was out of sight, climbing up the face of the rock. For one whole snow, Measuring Worm climbed up and up until at last he reached the top. Then he awakened the boys and came down the same way, bringing them safely to the ground. For this reason the rock is called Tutokanula, the measuring worm, but the white men call it El Capitan.[1]

How many paragraphs in the story? Make a topic for each paragraph. Write these topics in form of an outline. Several outlines may be read and the best ones placed on the blackboard. What makes one outline better than another?

There are several familiar phrases in this story which you should use easily in your everyday conversation. Some of them are:

to their heart's content
day by day
night by night
by and by
up and up

What expression does the author use instead of season? Can you tell why? Notice that

[1] From *Myths and Legends of California* by Katharine B. Judson. Copyright by A. C. McClurg & Company, publishers.

the story-teller began some of his sentences in rather unusual ways to keep his story from becoming monotonous:

Still year after year they slept among the clouds.
Last of all Lion tried.
Along came tiny Measuring Worm.
For one whole snow, Measuring Worm climbed up and up.

What words or expressions has the writer used instead of *then?* Can you find and use other sentences which the writer began in a different way?

There are many things you must guard against in order to make your speech correct:

There were once two little boys.
They *lay* down in the warm sunshine.
Along *came* tiny Measuring Worm.
He *came* down the same way.
The bowlder *rose* night by night.
The bowlder *grew* day by day.
They *knew nothing.*
They lay down to dry *themselves* in the warm sunshine.

Three children may tell the story, each one talking upon a different topic.

When you tell the story, try to show the class how many secrets of good story-telling you can use. Your classmates will listen attentively and tell you how successful you have been. Avoid the unnecessary use of *and* and *then.*

SEAT WORK

Find these words and expressions in the story, and write interesting sentences of your own in which they are used correctly. Exchange papers and correct one another's work.

two little boys	the *blue* sky
to *their* hearts' content	high as *one's* hand
they *knew* nothing	*Lion's* leap

OPPORTUNITY WORK

It is great fun for a group of children who are interested in story writing to plan and write a long story by themselves. The group should meet and plan first what the story will be about. Start with a story of three to eight chapters. Each chapter may then be outlined and written. If the members of the group work together, better sentences will be suggested and discussed and better words chosen. When the story is finished, a day may be set aside on which it will be read to the class. If the reading is well received, another class may be invited to hear it.

70. A Review in Correct Speaking

Review Lessons 18, 29, 37, 39, 52, 55. Write sentences for choosing the correct words like those in Lesson 54. Exchange papers and cross out the words that should be omitted. Return the paper to the writer, who will correct it. How much drill do you still need?

71. A Story to Tell and Write

When you read the following paragraph, do you feel the anxiety of the crowd for the race to start? Do you hear the cheering, loud at first, growing fainter as the skaters get farther away and then growing louder as they return? Can you feel the excitement at the end of the contest?

Gretel Wins

A flag is waved from the judge's stand. Madame Van Gleck rises in her pavilion. She leans forward with a white handkerchief in her hand. When she drops it, a bugler is to give the signal. The handkerchief is fluttering to the ground. Hark! they are off. No, they are back again. Their line was not true in passing the judge's stand. The signal is repeated. There is no mistake this time. Whew! how fast they go! The multitude is quiet for an instant, absorbed in eager, breathless watching. Cheers spring up along the line of spectators. Hurrah! five girls are ahead. Who comes flying back from the boundary mark? We cannot tell. It is something red. There is a blue spot flitting near it, and a dash of yellow nearer still. The wave of cheers is coming back again. Now we can see. Katrinka is ahead. She passes one pavilion. Hilda shoots past her, waving her hand to her mother. Two others are close now, whizzing on like arrows. What is that flash of red and gray? Hurrah! It is Gretel. The crowd is cheering, but she hears only her father's voice saying: "Very well done, little Gretel."

Soon Katrinka, with a quick, merry laugh, shoots past Hilda. The girl in yellow is gaining now. She passes them all except Gretel. The judges lean forward without seeming to lift their eyes from their watches. Cheer after cheer fills the air. The very columns of the pavilion seem rocking. Gretel has passed them. She has won.

The writer of the above paragraph succeeded in making us see just what was happening and in making us feel the excitement of the crowd. One of the secrets of short-story telling is to tell events in the order in which they happen. Another is to use short, clear sentences. A third lies in the choice of interesting words. Can you think of others?

Notice some of the picture-making expressions: *The handkerchief is fluttering to the ground; two others are close now, whizzing on like arrows;* Katrinka, with a *quick, merry laugh, shoots* past Hilda. The very columns of the pavilion *seem rocking.*

Make a list of all the words that suggest action. In the story of a contest it is very important to use action words that make good pictures. *Fluttering*, *whizzing*, and *rocking* are unusually good picture words.

Tell the story as Katrinka, or Hilda, or Gretel might have told it.

Think of some exciting contest in which you took part or which you saw, and tell about it in

one paragraph. Try in as many ways as possible to make your hearer see and feel just as you did.

When you have told your story, your classmates will help you improve it by suggesting words that most clearly express the action. Can you improve the stories by changing the order of some of the sentences or by beginning some of the sentences in another way? Don't forget that conversation often makes a story more lively. After the stories have been worked over, you may write them. You should be careful about your spelling. Remember also that sentences which express strong feeling should close with an exclamation point.

72. A Story to Tell and Write

Tell a story using the following suggestions:

A boy with a sling shot; a rooster not far away; a dare; a rooster with a broken leg; an idea; the boy at the doctor's office; the leg set; a bill handed to the boy; boy earns money; pays bill.

After several stories have been told and improved, write your story. The suggestions which have been given throughout the book should help you to use better words, and to make your sentences begin differently.

Did you plunge directly into the story? Did you use a question or quotation? Have you

begun every sentence with a capital letter, spelled all words correctly, and omitted unnecessary *and's?* Go over your work once more to correct any errors in punctuation. When you have done your best work, place it on the chalk tray or on the library table for your classmates to enjoy. If you need more drill, find exercises in the Appendix.

73. Letter Writing

What book have you read recently and enjoyed? Do you think one of your friends would enjoy the story? Write your friend a letter telling him an incident from the story in such an interesting way that he will wish to read the book. To make certain that the incident will be worth reading, tell it to your classmates first and get their criticisms. Be sure to choose a book that few of your classmates have read. Why? Here is a letter written by Charles to his grandmother. Would you like to read the book he mentions or see the moving picture?

Seattle, Washington
April 7, 1922

Dear Grandma,

Instead of having a party and a cake with candles, I chose for my birthday celebration to take four of my chums to the moving-picture theater. Father

went with us. The picture was made from the story of "The Virginian." There was a number of funny scenes. The funniest scene was where the Virginian mixed up the babies. Their parents were dancing in the next room. When the dance was over they went in the dark to the place where they had laid their sleeping children. They picked up the wrong babies and started home. Can you imagine what a flutter there was when the mistake was discovered?

Your loving grandson,

Charles

When writing your letter, make sure that the parts are correctly placed, capitalized, and punctuated. How should you write the name of a book? Have a classmate check your work to be certain that there is no error. When your letter is ready to be sent, address an envelope and mail it. Do you always leave a little margin around your stamp when you put it on the envelope? It is correct to do so.

If you would enjoy reading a jolly good book, try one of these:

Alcott, *Jack and Jill*
Brown, *Book of Saints and Friendly Beasts*
Burnett, *The Secret Garden*
Carroll, *Through the Looking Glass*
Curtis, *A Little Maid of Old Philadelphia*
Dodge, *Hans Brinker*
Wade, *Ant Ventures*
Warren, *King Arthur and His Knights*

74. A Relay Race

Did your last composition show that you are not quite sure what a sentence really is? This exercise will give you experience in deciding where sentences begin and end. Two children who write plainly will copy the following paragraph on the blackboard. Then the class will vote for two leaders who will each choose a team. The leaders will stand facing the blackboard, at an equal distance from the exercises, their team mates standing in line just behind them. At a given signal, each leader will pass quickly to the blackboard, and place a capital for the beginning of the sentence and the proper closing mark. When he has finished, he will hand the crayon to the one behind him and take his seat. When all have finished, the number of errors will be counted. The team that finishes first and has the fewest errors wins.

A Bear Story

once in the early days in California, a hunter was out in the woods near a river he heard some people shouting on the opposite bank soon he saw a number of Indians come down to the stream, jump into the water, and begin to swim across the hunter, thinking that the Indians might be after him, hid behind a tree he heard a loud cry looking out from his hiding place, he saw a bear swimming after the Indians as he watched he saw that all were across but one woman who had a baby strapped on her back nearer and

nearer came the bear he was just within reach of the woman, when the hunter stepped out and fired the ball hit the bear, but he swam on again the hunter fired, and again the shot failed to kill the bear but it stopped him long enough for the woman to reach the bank safely the angry bear came out of the water instead of following the Indian woman he turned on the hunter, who quickly climbed a tree the bear started at once for the tree, the hunter took careful aim, and this time the bear fell over dead with the help of the Indians, the bear was soon skinned that night all joined in a big feast of bear meat the hunter kept the skin to remind him of the narrow escape of the Indian mother

OPPORTUNITY WORK

Have you ever tried to write a play for younger children? The nursery rimes or any of Aesop's *Fables* make excellent plays. If you can borrow *Book One* of this series, you will find how the rime about the six mice who sat down to spin has been made into a play.

75. Correct Usage

If you enjoyed the relay race as a review in sentences, you may try another race of the same kind to review your work in correct speaking.

Fill the blanks in each of the following sentences:

1. We (*seen* or *saw*) you when you (*done* or *did*) it.
2. (*Isn't* or *ain't*) that pretty?

3. I haven't (*no* or *any*) pencil.
4. I have (*seen* or *saw*) the rainbow.
5. (*Can* or *may*) I go with you?
6. She (*set* or *sat*) down and listened to my story.
7. James (*run* or *ran*) all the way to school.
8. It was (*me* or *I*) who whispered.
9. She (*lay* or *laid*) her book down by me.
10. The dog is (*lying* or *laying*) by the door.
11. Have you ever (*rode, ridden*) to Niagara Falls?
12. The boy (*came* or *come*) all the way to meet me.
13. Have you (*rung* or *rang*) the bell?
14. He (*gave* or *give*) five cents to the beggar.
15. The bell (*rang* or *rung*) just as I (*come* or *came*) into the yard.
16. (*Were* or *was*) you there, too?
17. How many boys (*brung* or *brought*) their money?
18. I haven't (*did* or *done*) my writing lesson.
19. Here are (*those* or *them*) needles you wanted.
20. It is Grace and (*me* or *I*) who will help you.
21. Did you say there (*were* or *was*) some one to see me?
22. We (*sat* or *set*) our chairs near Mother's.
23. We have (*sang, sung*) that song twice.
24. There weren't (*no, any*) berries left.
25. Has John (*threw, thrown*) the crumbs away?
26. (*Doesn't, don't*) he look tall?
27. Please (*sit, set*) here by me.
28. It was he and (*me, I*) who called.
29. Has the wind (*blew, blown*) it away?
30. Do you tie your ribbon (*like, as*) I tie mine?

This exercise will show you words for which you should make drill exercises and which you should practice daily for a week or two.

76. Avoiding Accidents

One winter night after school some boys were enjoying themselves on the river. Fred thought he would show how brave he was by going near a danger signal. The ice broke, however, and Fred fell through. Tom, who was near by, rushed to his rescue. Fred recovered immediately from his cold bath, but Tom became very ill with pneumonia.

Accidents of this kind are happening somewhere nearly every day to children as well as grown-up people, who risk their lives carelessly for the sake of adventure or because they do not think. Often those who are careful are made to suffer because of the thoughtlessness of others. Little children often imitate older children and so fall into danger.

Write a paragraph telling what your school is doing to help prevent accidents. Do you have fire drills? Is there a policeman at every dangerous crossing near the school? Are the children taught to look both ways before crossing a street or a railroad track? Do you talk about how you should get off and on a street car, or about the danger of catching rides on trucks?

Plan what you will say about avoiding accidents. Make a beginning sentence so interesting that your classmates will be eager to hear

what you have to say. Make every sentence say something about your subject—avoiding accidents. To make your subject easily understood, use short, clear sentences. Arrange them in the right order. Do not neglect to use the words that will make your meaning plain. Close well.

WRITTEN WORK

Here is a letter written to a boy who risked his life for another:

Glenwood School
Riverdale, California
January 12, 1924

Dear Tom,

How your ears must burn! Many times, since you risked your life to save Fred, have we thought and talked about you. Your classmates have always admired your courage, but now you are a real hero. The accident has taught us all a good lesson. We now realize that when we take foolish risks we are quite likely to get others into trouble as well as ourselves. When you are quite well enough to enjoy it, we shall take turns reading "Captains Courageous" to you. Jack and Fred have promised to help you with your lessons so that you will not get behind in your work.

All wish to be remembered to you and express the hope that you will soon be back.

Your friend,
John Lawrence

Write an account of the best talk given in your class on avoiding accidents, and send it to a careless friend.

Read your letter carefully. Is your paragraph convincing? Can you improve it by beginning some sentences in a different way, by changing the order of the sentences, or by using better words?

What errors in spelling, capitalization, or closing marks of sentences do you find?

Have a classmate check your letter for the arrangement of heading, salutation, and closing. Is each part punctuated and capitalized correctly?

77. A Round-Robin Letter

Have you ever helped to write a round-robin letter? A pupil starts such a letter by writing a paragraph about a topic that will interest the person who is to receive the letter. When his paragraph is finished, he passes it on to another pupil, who writes a second paragraph, and so it goes from one to another. A child who is absent from school on account of illness, or one who has moved to another city, would be happy to receive such a letter. This kind of letter is often written to an absent member of the family.

Sometimes round-robin letters pass among schools that are far apart. In such cases the

class decides upon the topic for the paragraph and all members work together to write it. Every sentence is the best the class can make. Some one is appointed to copy the paragraph in letter form and send it to the next school. Finally, after a long journey, the letter is returned to the school that started it. Of course it has received many additions and is much more interesting than when it started.

78. Explaining How to Play a Game

What games do you play at recess on sunny days? How would you like to try this one?

To play this game there should be at least two teams, but there may be more if you wish. There should be the same number of players on each side. The members of each team stand in line, one behind the other. In front of each of the first players is a pile of bean bags. At a signal, the first player on each team takes up a bean bag and passes it between his legs to the team mate behind him, who in turn passes it over his head to the next player. This player passes it between his legs to the third player, who passes it over his head. The player at the end makes the bean bags into a pile. The winning team is the one which first gets its bean bags piled.

After reading the directions given above, can you play the game and direct others to play it? A boy or girl who can propose and explain a new game usually is popular. The secret of making an explanation clear is to remember every step in playing the game, to tell each step in the order in which it is to be played, and to make the sentences short and clear.

For your story-telling time, prepare to tell how to play a game. To make your explanation interesting, try to think of a game that the others in the class do not know how to play. To make your talk still more interesting, think of a game that your classmates can play in the schoolroom. If they can play the game correctly, you will be sure that you have told them clearly how to do it. To make an explanation clear, what three things must you observe?

Why not exchange a book of games with some other grade or school? Some one in the class who draws well might make a design for the cover. Of course, the directions for the games must be well written, correctly spelled, capitalized, and punctuated in order to be chosen.

The directions must be given so clearly that the children who receive the book will be able to play the games. Remember that you will not be there to make more explanations if you have failed to give an important rule.

79. Explaining How Something Is Done

How Robinson Crusoe Made a Board

My difficulties in making a large board were many. First it was necessary to select and cut down a big tree. This took me three days. After the tree had finally fallen, I spent two more days cutting off the boughs. My real labor began when I had thus brought the tree to the form of a log. For many weary days I hacked and hewed at it until it was light enough to move. Then I turned it and made one side smooth and as flat as a board from end to end. When that side was finished, I turned it downward and worked on the other side. Finally my patience and efforts were rewarded by a rude board three inches thick and smooth on both sides.
—Adapted from *Robinson Crusoe.*

This paragraph gives a good idea of how the board was made. The sentences are short and to the point. The facts follow one another in the right order. Nothing unnecessary is said.

The writer used several ways in order to make his paragraph interesting to read. He did not connect his sentences with *and* or *then*. He did not begin all the sentences in the same way. He used a number of words that express well what he had to say. Do you find any words that you do not use every day?

Bring to school something you have made, and tell the class how you did it. It may be a toy, or something useful, such as bread or biscuits.

80. Advertising an Article

Write a paragraph about an article which will advertise all its good points as if you were trying to sell it. Here is a paragraph written about a book of corrections for Better Speech Week:

> After you have read this little book, I am sure you will wish to own it. It contains a list of thirty of the most common errors made in our classroom with the correct expression opposite each mistake. There is also a good explanation of the way to avoid making these errors. The sentences are short and clearly written. Any one wishing to pass into the junior high school should own this book.

When your paragraphs are finished exchange papers and correct the paragraphs. By this time you should be writing papers with few mistakes. When your paper is returned, classify your mistakes under:

Capital letters	Apostrophe for ownership
Closing marks	Apostrophe for contractions
Spelling	

Find drills in the Appendix, practicing them until you are sure you will not repeat the error.

81. Completing Sentences

In your last exercise did you write any sentences that were not complete? If so, this exercise will help you in telling whether certain groups of words make complete sentences.

Read each group of words below. Ask yourself, "Does this group of words tell me one thing completely?" If it does, it is a sentence. If not, words should be added to make it complete.

1. Roses grow in my garden
2. Daisies nodding to the sun
3. Sometimes a circus marches there
4. Before the bridge was reached
5. What they were saying
6. Listening to my stories
7. One cloudy spring evening
8. In less than an hour they had reached the cabin
9. As they made their way back to town

Look through your compositions and correct any errors you have made in finishing sentences.

82. Playing a Correct Speech Game

Do you remember the game you played last year in which your teacher gave you such a word as *feather* and you responded by saying, *I blew it?*

You may play the game again, selecting captains who will choose teams. The captain of each team will copy the list of names at the close of this lesson. He will then read the words to the members of the opposing team, who will answer in turn, using an expression from the second list. Those who answer correctly may be seated. The team that has the fewest persons standing wins.

All may take their places again. This time repeat the same exercise, but use *have blown*, *have seen*, etc., instead of *blew* and *saw*. The word *saw* and *seen* may be used but once by each side during the game.

Names	Expressions	
feather	I ate it.	I have eaten it.
kite	I blew it.	I have blown it.
river	I broke it.	I have broken it.
game	I brought it.	I have brought it.
song	I sang it.	I have sung it.
water	I did it.	I have done it.
work	I drank it.	I have drunk it.
present	I drew it.	I have drawn it.
lesson	I flew it.	I have flown it.
cup	I gave it.	I have given it.
bell	I knew it.	I have known it.
horse	I rang it.	I have rung it.
ball	I ran it.	I have run it.
dinner	I rode it.	I have ridden it.
book	I saw it.	I have seen it.
letter	I swam it.	I have swum it.
race	I threw it.	I have thrown it.
circus	I wrote it.	I have written it.[1]

SEAT WORK

Fill the blanks in each of the following sentences with a word from the preceding lists:

1. Have you —— your partner for the game?
2. I have —— this play before.

[1] From the *Montana Course of Study*, 1917.

3. Have you —— about it very long?
4. Harry —— the ball too far.
5. Have you —— the bell?
6. We —— our work perfectly.
7. Had he —— the entire distance?
8. We have —— our share to Mary.
9. He has —— his work away.
10. Jack has —— to George's house.
11. Frank's horse —— through the swift river easily.

83. A Poem That Tells a Story

Have you ever heard a boy say that he does not enjoy reading poetry? Perhaps some one has heard you make this remark. One of the secrets in enjoying poetry lies in the ability to see the word pictures the poet paints. As you read, do you try to make the picture for yourself?

The scene of the following poem will be familiar to all boys and girls who live in cold countries. Every Boy Scout will find in the incident a suggestion for the kind deed which he plans to do each day.

Read this poem first for the story it tells, then follow the directions at the end.

Somebody's Mother

The woman was old, and ragged, and gray,
And bent with the chill of the winter's day.
The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long,
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of "school let out,"
Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray,
Hastened the children on their way,
Nor offered a helping hand to her,
So meek, so timid, afraid to stir
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her, and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,
He guided her trembling feet along,
Proud that his own were firm and strong.

Then back again to his friends he went,
His young heart happy and well content.
"She's somebody's mother, boys, you know,
For all she's aged and poor and slow;

"And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she's poor, and old, and gray,
When her own dear boy is far away."

And "somebody's mother" bowed low her head
In her home that night, and the prayer she said
Was, "God be kind to the noble boy,
Who is somebody's son and pride and joy."

Do boys sometimes feel annoyed when a playmate stops their game to help a ragged old woman? How did the poet feel about such a boy? What does he say in the poem?

Make a list of the words or groups of words the author uses in picturing the woman; as, *old, ragged.* Can you find ten? Make a list of the words or groups of words used in describing the boys; as, *with laughter and shout.*

Tell the story as if it were an incident in your own life. How many of the words from the lists you have made can you use in your story without making it sound forced?

Try to tell the story as the old woman might have told it to some one she knew.

Tell the story as the boy might have told it to his brother that night. Tell it as one of the boys in the crowd might have told it.

Try to make your story so real that your audience will understand how kind the boy was. Make your beginning sentence interesting. Be sure every sentence brings out the point of your story. Let your closing sentence finish the story well. Use as many words and expressions from the poem as you can use naturally.

84. A Kind Deed

Write in one paragraph an account of some kind deed you know about. Always be sincere in telling a story. You may read your paragraphs aloud to your classmates. Listen for complete sentences, well-chosen words, and pleasing pictures. Decide by vote which pupil has made the greatest improvement in telling an interesting story.

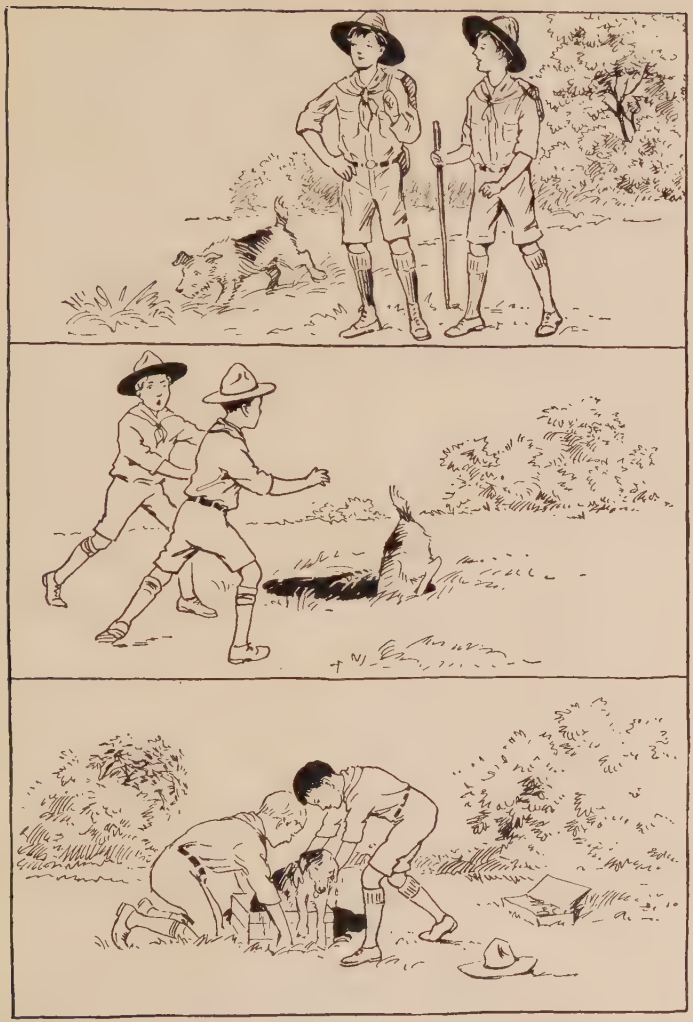
85. A Picture Story

Look at the picture on page 139. What are the boys doing in the first part? What did they find? What happened? How did they rescue the dog?

Imagine you are one of the boys in the picture and tell the story in one paragraph.

How do you suppose the dog would tell the story if he could talk?

Perhaps a man who happened to pass by just at that time gave an account of the rescue to some men who were not in favor of having their sons join the Boy Scouts. Tell the story as he told it. Be sure to stick to the point of view you take in telling the story. Perhaps you can introduce some conversation into your sentences. What other secrets of good story-telling can you use?



86. A Written Story

Write a story suggested by one of these topics:

An Experience in Camp
An Experience of a Boy Scout
An Experience of a Camp Fire Girl
Trying to Please Everybody
An Unexpected Bath
An Experience while Playing Indian, Cowboy, Soldier, Fireman, or Policeman

Use every device you know to make your story interesting. Your classmates will help to improve the sentences and the words which you have used in your story.

87. How to Hang a Picture

This story is full of pictures. How many can you find as you read it?

A Dog of Flanders

Patrasche was only a dog—a homely, yellow dog of Flanders. His head was large, his legs were bowed, his ears stood up like a wolf's, and his feet were broad and flat from much toil. For he was a slave—a slave to his cruel master, who piled a big cart high with pots and pans, and walked idly beside it while Patrasche dragged it over the stony roads and through the dusty streets. At night the patient Patrasche was repaid for his hard work by blows and angry words, and driven supperless into the street to find a bed as best he might.

One day as he was toiling faithfully along in the scorching sun, he fell in the dusty road. There he lay, scarcely breathing; for he was faint from hunger and thirst, sore from blows, blinded by dust, and sick unto death. His master, thinking him so nearly dead that he would no longer be of any use, roughly tore the harness from his body and, kicking him into the ditch, pushed the cart lazily up the hill.

It was a day for merry making. Hundreds of people, in quaint Flemish carts or wagons, on foot, or riding long-eared mules, were hurrying joyously past to the fair. Few even glanced at Patrasche; not one stayed to help him. By and by, among a group of pleasure seekers, there came an old man. He was poorly dressed and feeble, and made his way slowly over the sharp stones and through the white dust. Running along at his side, now here, now there, was a curly-haired child.

Suddenly he saw the dog lying motionless amid the weeds in the grass-grown ditch. Turning aside, he knelt down in the grass beside him, his eyes full of tenderest pity. And thus they met—happy Nello and big, yellow Patrasche.

So it came to pass, as night fell over the town, that the old grandfather drew the poor dog to his own little mud hut. Nello helped to make him a bed in one corner of the room upon a pile of dry leaves, and there he lay, hearing the soft prattle of the childish voice and feeling the loving touch of the old man's hand.

As the days passed, Nello and his grandfather grew to love the patient dog, and often in the stillness of the night they listened for his quiet breathing to tell them he was still alive. At last, one day, he rose

and gave a low bark. The old man almost wept for joy, while Nello danced with delight to see the dog well and strong again, and hung a chain of daisies round his neck. Now all the time Patrasche had been sick and useless, he had heard no harsh words and felt no cruel blows. In his deep brown eyes was a look of wonder, and in his heart had grown a great love for little Nello and kind old Jehan Daas, the grandfather.—From *A Dog of Flanders*, by OUIDA.

Would you enjoy having a picture-hanging day? Each child may select from the story the picture he thinks most beautiful or most interesting. To hang the picture, step to the front of the room near the wall, give the name of your picture, and describe it so plainly that every child will be able to see it. A study of the picture words and expressions in the story will help you make a good description.

Some other day you might tell the story as if Patrasche were talking, or you might pretend that you are Nello and tell the story. The others will tell you whether you have been successful in using the best words and expressions found in the story, and the secrets of good story-telling that you have learned. In every case, make the improvement that your classmates suggest. Decide whether or not it really improves the story.

A collection of these stories would be enjoyed by children who are shut in by illness. There are many homes for crippled children to which you could send your stories accompanied by a letter. Stories are always more interesting if they are illustrated, and you can find suitable pictures in magazines if you cannot make your own drawings.

88. Comparing and Improving Stories

Which of these stories is more thrilling? Can you tell why?

A Disturbed Nap

Suddenly there was a shriek from Ted and he dashed out of the room clutching at his back and screaming at the top of his lungs. The others ran after him, but he danced around so madly that it was impossible to get near him. Finally Jerry caught him and held him still long enough to thrust a hand down along the shoulder of his swimming suit. He brought out a timid, fluttering, blind little bat that had been taking an early morning nap in Ted's shirt.

Going Fishing

One day I thought I would like to go fishing, so I went. It rained, and I like to go fishing on rainy days, because folks say fish bite better on rainy days. But I don't think so because I caught only one fish all day and that was a bullhead, and I slipped off the log into a deep hole and got wetter than it was.

Do you like the second story? What is the point of the paragraph? Did the writer stick to the point? Did the writer plunge right into the story or did he use too many sentences to get started? Can you improve the beginning? In what way can you improve his use of *and?* Are the facts told in the right order? Rewrite the paragraph, making it into the best story you can. Compare your stories in class and choose the best one. Tell in what ways it is the best.

89. An Adventure

You may tell the best adventure you have had or have heard about. Make the introduction interesting, for you will want your audience to listen. Give enough information to make the story understood. Be careful that every sentence adds to the point you wish to make. Try to keep the class in suspense as to how the story is coming out. The class will listen especially for these points. The pupil who succeeds best may tell his story at the morning exercises or to another class.

Name as many points as you can in which your classmates are improving. How many errors in speech have you overcome? With the help of your teacher and classmates list three of your errors and every day for two weeks use the drills found in the Appendix.

90. Words Opposite in Meaning

Below is a list of ten words. In parenthesis after each word are four more words. Among these four is one word that is exactly the opposite of the word in the first column. Find that word. Use it and its opposite in interesting sentences that will show that you know what the words mean.

friend (neighbor, enemy, companion, classmate)
beautiful (handsome, elegant, graceful, ugly)
clever (witty, funny, stupid, slow)
hinder (check, help, relieve, curb)
fine (small, good, beautiful, coarse)
teach (instruct, direct, guide, learn)
loud (deep, powerful, dull, faint)
excellent (matchless, praiseworthy, worthless)
different (unlike, new, same, original)
frequent (seldom, often, many, continually)

91. Searching for Hidden Treasure

The following story is to be finished by you. As you read, try to picture the events as they happen. This will make it easier for you to complete the story.

Two brothers, Jack and Tom, overheard a story of treasure hidden in a cave beyond the forest. They made their plans to search for it the very next day. Early in the morning, without saying a word to any one, they started off. Jack carried the pick, Tom, the lunch. Both boys had candles and matches.

On the way there, they planned how they would carry the money home and how they would spend it. Upon reaching the cave, they lighted their candles and began the search. Though their candles gave a dismal light, they explored even the darkest corners.

They were just about to give up, when Jack's foot struck . . . .

Think the story through to the end. When you have planned exactly what is to happen, copy the beginning of the story and write the remainder. Be careful to write in sentences, and to use your knowledge of capital letters, commas, and quotation marks wherever necessary.

When your stories are written, you may enjoy reading them aloud and deciding which ending is the most appropriate or which pictures were the best.

92. A Conversation

"O Mother," said Richard and Alice, as they ran up the steps of their home, one night after school, "Captain Jim is going to take all the children for a sail Saturday. Do let us go just this once."

Mrs. Brown hated to disappoint them, but she was timid about the water and never let them go sailing unless their father could go with them.

"Father will be too busy to go with you, I fear," she said. "Instead, how would you like to go to the woods for a picnic?" The children enjoyed a picnic even more than a sail, and their faces brightened.

The conversation that you have just read furnishes you with the setting for a play. Finish it by having the children plan their picnic. Where will they go? Will they walk, go in an automobile, or on a street car? What will they take for lunch? Will they take fishing tackle or their butterfly nets? Will there be an opportunity for swimming, or is it too early in the season?

93. A Letter to Write

Write a letter to your teacher giving her the title of a book that you have read and that you think should be in the school library. Refer if necessary to the Appendix to learn how to write the title of a book.

Choose a book you have read and write a short paragraph to persuade your teacher that other children will also enjoy reading the book. You can do this by telling her what you like about the book or by relating one of the best incidents found in the book.

Show your ability to choose good words, to write in sentences, to omit unnecessary *and's*, and to stick to the point. Your spelling, capitalization, and punctuation should be as correct as you can make them. Refer to the Appendix if you need help.

94. The Study of a Poem

Are you glad to see the grass coming up after the snow has gone? Perhaps you live in that part of the country where the hills and plains are brown and dry all summer. Are you glad when the first rains come and the earth is covered with its carpet of green? The author of the poem that follows tells you in what different places the grass grows, even without being planted. Where are these places? Do you know of others?

The Voice of the Grass

Here I come creeping, creeping everywhere;
By the dusty roadside,
By the sunny hillside,
Close by the noisy brook,
In every shady nook,
I come creeping, creeping everywhere.

Here I come creeping, smiling everywhere;
All around the open door,
Where sit the aged poor;
Here where the children play,
In the bright and Merry May,
I come creeping, creeping everywhere.

Here I come creeping, creeping everywhere;
In the noisy city street,
My pleasant face you'll meet,
Cheering the sick at heart,
Toiling his busy part,—
Silently creeping, creeping everywhere.

Here I come creeping, creeping everywhere.
You cannot see me coming,
Nor hear my low sweet humming;
For in the starry night,
And the glad morning light,
I come quietly creeping everywhere.

Here I come creeping, creeping everywhere;
More welcome than the flowers,
In the summer's pleasant hours;
The gentle cow is glad,
And the merry bird not sad,
To see me creeping, creeping everywhere.

—Sarah Robert Boyle

Learn the poem. When you have read it through several times, put your hand over the page and try to say it to yourself. If you don't succeed, try reading it several times more, making an effort each time to see the picture in the stanza. Now try again to say it to yourself. If you do this several times each day for a week, you will have mastered it.

95. How Much Have You Improved in Speaking?

To show how well you can plan and deliver a talk, tell your classmates how you would like to spend your vacation. What have you learned about making an interesting paragraph? Should you name a list of things that you would

enjoy doing, or should you choose one thing and tell the interesting things about it?

List all the points you have learned that must be observed in order to make a good story. Try to observe them in telling your story.

96. Writing a Letter

To prove how correctly you can write, make your last story into a letter to a friend. This letter should be the best work that you are capable of doing.

97. Correcting Errors

Write the following sentences correctly, choosing the right word from those in parentheses:

1. There (*was, were*) three children in the game.
2. There (*was, were*) no candy in the box.
3. My dog (*doesn't, don't*) chase automobiles.
4. They (*sat, set*) the bowl of roses here.
5. The old man (*sat, set*) here to rest.
6. The deer has (*gone, went*) over the mountain.
7. Where have you (*lain, laid*) your book?
8. The thief (*give, gave*) the money back.
9. (*Lie, lay*) down by my chair, Fido.
10. (*Don't, doesn't*) the ocean look blue today?
11. Did you (*learn, teach*) your dog that trick?
12. May I (*sit, set*) with Mary?
13. (*Those, them*) birds build their nests of mud.
14. John replied, "It was (*I, me*) who did it."
15. It was (*he, him*) and (*she, her*) who were promoted.
16. Have you (*did, done*) your spelling work?
17. Friends had (*seen, saw*) his coat lying there.

SIXTH GRADE

1. Going to School

Do you realize that this week children all over the land are beginning school just as you are? How many different kinds of schools there are in this great country! In some schools the boys and girls of the sixth grade have a different teacher for every subject. In other schools all the classes from the first grade through the eighth are in one room with one teacher. In some schools there may be a thousand or more children. In other schools there may be only four or five children.

How do you go to school? Sometimes children go to and from school in a street car, and often have their luncheon in the school cafeteria. In some country places busses stop at farmhouses along the way and pick up the children who go to a central or consolidated school. These children usually carry their lunches, and at noon all the pupils and the teacher spread their luncheons out on their desks or on a long table and eat picnic style.

Do you know how hard it is for some children to get to school? Even small boys and girls walk four or five miles a day or ride horseback twice that distance, one pony sometimes carrying two or even three boys and girls. In the

late fall and during the winter they have to leave home before it is light and return after dark at night. There are other boys and girls whose homes are so far from school that they must stay in school dormitories, or perhaps their mothers or older sisters go with them to make a home. If you lived on a ranch many, many miles from school, how would you like to make your home in a dugout near the school in order to get an education? That is sometimes done in the great prairie regions where houses are far apart.

If you are a city child, you may have attended a country school, or perhaps your father and mother have told you about their experiences in such schools. Tell your classmates how the country children you know ride horseback past great wheat fields where the threshers are busy, or through beautiful pine woods. What kinds of games do these boys and girls, little and big, play together at recess?

Perhaps you are a country boy or girl who has visited a city school. Tell your classmates how hundreds of children troop each morning into one big building in which there are scores of rooms. Describe the big policeman or the Boy Scouts who help the little children across the busy street. Where do so many children play at recess?

You will make your stories more interesting if you observe the secrets of good story-telling learned last year:

Choose a *small* topic. *An Hour in a Country School* is better than *Country Schools.*

Make your opening sentence arouse the interest of the class. *It was noon hour at the Sunny Brook School* is a much better opening sentence for the topic suggested above than *I like to go to school.*

Stick to the point.

Use as few *and's* as possible.

Plan your sentences so that they will begin in different ways.

When possible introduce questions, exclamations, and conversation.

Speak distinctly, pronouncing clearly the *ing*, *t*, and *ed* words.

Use correct speech.

Think of a good closing sentence.

2. Finishing Stories

Now that you are in the sixth grade you should learn to prepare your stories without help. For three years you have been learning the tricks of a good story-teller. You will not forget to use these tricks if you carefully think out each story at your seat. It may be helpful in making your plans to write some beginning sentences. Then you can choose the most effective one.

Carefully plan a good ending for the following story:

GETTING TO SCHOOL ON TIME

With sister Nan behind me holding on, I whipped up my pony. We had seven miles to ride to the Grass Valley School. Could we make it before nine? My pony seemed to know that she must do her best. On we flew, past Hones's ranch and the old sawmill.

Will you decide to continue this paragraph or will you introduce a new topic in a new paragraph? Make the experience of these two children trying to reach school on time as interesting as possible. Don't introduce accidents or Indians or wild animals, for adding such events is no test of your ability to finish a story well.

Be sure to stick to the point—*getting to school on time.* What will be your closing sentence? Perhaps you will make it a surprise, as, "Just then I awoke in my Chicago home." Perhaps you will not need a surprise to hold the attention of your audience. Do you like this closing sentence?

The pony looked at me as much as to say, "We made it, didn't we?"

You might decide by vote:

Which story has the best ending.
Which story-teller spoke most distinctly.

OPPORTUNITY WORK

Did you enjoy writing your weekly news sheet enough to wish to continue it? There may be others who have succeeded so well with their sentences, their capitalization, and their punctuation that they will be permitted to work with you if they wish to do so.

3. Story Books

Should you like to put your best work in a book to send to the sixth grade of another school? Instead of exchanging with a near-by school, you might find it more interesting to exchange with a school in another state or even in another country. It will not be difficult for your teacher to make the necessary arrangements to exchange story books. You may wish to send your books as a surprise for a Christmas gift. Wouldn't it be jolly for Wisconsin children, for example, to receive stories from children in Florida, or for children in Alaska to read stories from Texas children?

You might begin with the last story on which the class worked. You may retell the best story that was told, or, if you prefer, you may make an original story about some experience of your own in getting to school on time.

Not anything should go into the notebook until it has been criticized by the class and your

teacher. Here are some points to consider when judging a written story:

Is the topic a small one?
Does the opening sentence make you want to read the remainder of the story?
Does the writer stick to the point?
Are there any *and's* that may be left out?
Is there variety in the way sentences begin?
Are exclamations, questions, or conversation used?
Is there a strong closing sentence?
Are the margins even?
Is the story correctly punctuated and capitalized, and are the words spelled correctly?

After some of the stories have been read and criticized in class, the papers may be put in the chalk tray so that every one may examine them for margins, punctuation, and spelling.

Make a folder in which to save your compositions. As you advance in your work, you will use them often.

If you discover when correcting a composition, that you are still making errors in capitalization and punctuation, find practical exercises in the Appendix and keep drilling until the mistakes are overcome. Perhaps you should rewrite your story before it goes into the book.

You might use your art period to plan the cover for the book. What will make the neatest kind of cover? Would you like to make a loose-leaf notebook? What name will you give it?

4. Practice in Writing Sentences Correctly

Does your last composition show that you need more practice in writing sentences, and in punctuation and capitalization?

In the following paragraph the capital letters and the closing marks for sentences are omitted. Observe how hard it is to read and understand it. Rewrite the paragraph, placing a capital letter at the beginning of each sentence and the correct closing mark at the end. Do you remember how a question is closed? a statement? an exclamation?

Japanese Lanterns

the Japanese have very beautiful lanterns they are made in every shape and color some of them are shaped like men some of them are shaped like animals others are in the shape of ships they are made of paper and silk should you like to see them how bright they shine when they are lighted.

5. Reproducing a Story

When you are reading this story, decide what part is the background of the picture, and where the part that tells what really happened begins.

The Last Indian

When I was a little girl, all the Indians were gone except one—old John Cornplanter. He made few friends, because he was gruff and short of speech and surly in manner. He had a quick temper which

flared up at the least thing. Sometimes men and boys teased him on purpose to make him angry. He lived alone and was seldom seen except when he brought his skins to sell or came to the store for occasional supplies. As his forbears had lived, so he lived by hunting and fishing. Like them, he had a cornfield.

Once old John had shot a deer and hung it to a tree just as his people before him had done. That night there was a light fall of snow. The next morning some boys on their way to school spied the deer hanging in the tree. Thinking to tease John, they moved the deer to the very top of the tree and fastened it there. Then they went on to school, never thinking that the Indian would not immediately discover the deer.

Cornplanter was old and his sight was poor. When he came along a little later, he saw only that the deer was not where he had left it, and, thinking that it had been stolen, set out to follow the tracks. They led him straight to the schoolhouse door, which he opened without knocking. Stepping inside, he closed the door and leaned against it. He was a forbidding figure, dressed in furs from head to foot, a gun at his side, and a dark frown on his face. He looked at the teacher.

"Where deer?" he demanded. "Where deer?"

I thought about my brother Charlie, at home sick. If he had been there, he might have straightened things out. I was the only other person who knew John Cornplanter well and did not fear him. I went over to him and explained as well as I could about the deer just being moved and not stolen, and that the boys were only in fun and meant no harm.

When I finished, it was so quiet you could have heard a pin drop. Suddenly the Indian smiled, and the teacher with a sigh of relief announced recess. — Abridged from *Candlelight Stories*, by STELLA C. SHETTER.

The story of what happened begins with the second paragraph. The first paragraph tells you what you need to know in order to understand the story that follows. It is the introduction to the story. Find in your reader and be ready to read to the class the introduction of a story the class has read. Be careful that you do not include any of the story itself in the introduction.

If the first paragraph were a composition by itself, what title would you give it? Give each paragraph a title. Write the titles one below the other, making an outline. Here is an outline that was made for this story by a sixth-grade pupil. Can you improve any one of the topics?

What the Last Indian Was Like
Playing a Trick
Tracking the Trickster
Making an Explanation

Before you tell the story in class, notice the words and groups of words which show how the story-teller felt. Try to use these words in your everyday conversation. See if you can

use these expressions during the day on the playground and again at home:

gruff and short of speech	forbidding figure
surly in manner	a dark frown on his face
spied	with a sigh of relief

This year you will also need language notebooks in which you may jot down things you particularly wish to remember. The expressions in this lesson may be the first thing you put in your notebook. You might make the heading of the page: "My New Vocabulary." Do you know what *vocabulary* means? Can you pronounce it? Your dictionary will help you. You might make the heading of another page: "Correcting My English," and write there the expressions you are striving to use correctly.

Your story will be more effective if you practice saying distinctly the following words. Make the final *g*, *d*, or *t* sound like an echo.

except	teased	fishing	morning	where
friends	lived	cornfield	hanging	follow
short	brought	just	thinking	straight
thing	hunting	night	fastened	knocking

As you talk, your classmates will decide what makes your story interesting, or suggest ways in which you might improve your sentences.

The story of the last Indian was one that Grandmother told the children. Almost every

child has heard over and over again a story of the time when Father and Mother were young. If your parents came from another country, your stories will be especially interesting if well told. Choose your favorite story and prepare to tell it to the class. What explanation should you give in the beginning to make the story clear? What name is given to that part of a story? What things should you remember in telling your story? What points should you listen for when some one else is talking?

SEAT WORK

As the experiences your fathers and mothers had when young were so thrilling, your stories if well written should be interesting to the children who will receive your story books. Write a brief story such as was told in class. This time your teacher will help you decide the best ways to improve the stories before they are copied in the story book.

In the next few lessons you will learn the most important secret of all in making good stories.

OPPORTUNITY WORK

Those who are clever at writing plays might make the whole or part of this story into a play. Those who manage plays well might train the actors in the different parts and produce the play.

6. What Is a Sentence?

Ever since you were old enough to talk, you have been using sentences. Since you have been studying language, you have been learning to recognize sentences through hearing them spoken and by reading them. Now you are to begin the study of parts of sentences. You are to learn how these parts are put together, and why they should be used as they are in writing and in speaking.

If you have listened attentively to the stories read and told in class and have yourself read them thoughtfully, you should have gained the ability to tell whether or not a group of words makes a complete thought. That is, your ear or eye will tell you whether you must add other words to make it a sentence. If I say, *The little boy ran along the path to the river*, I have told one thing completely and hence have made a sentence.

If I say, *The little boy*, I have given a topic or subject about which I can tell something and so make a sentence. If I say, *Ran along the path*, I have told what was done, but I have not made a sentence, for the topic or subject is omitted.

Test yourself by reading the groups of words that are given on the following page. Tell whether one thing has been said completely

or whether something more must be added to complete the group.

1. The lion roared many times.
2. The little mouse ran into the hole.
3. The little boy.
4. Tried to fly his kite.
5. We have had a pleasant day.
6. Ran along the path to the river.
7. The boys in the eighth grade.
8. They coasted down the hill after school.
9. Coral grows in the sea.
10. On the baseball team.
11. Their friendly neighbors.
12. Walked slowly down the hill.
13. Out of the forest.

How many groups of words did you find that said one thing completely? How many groups of words did you find that did not tell one thing completely? There are five sentences and eight groups of words not sentences. Make the groups of words that are not sentences into sentences.

Can you make a definition of a sentence? Would you say that a sentence is a group of words? Since all groups of words are not sentences, you will have to explain more definitely what a sentence is. Each pupil may try to make a good definition. The best one should be written on the blackboard and later copied into your notebooks.

SEAT WORK

Here are several groups of words about which something may be said. Make them into sentences by saying something about each group.

1. The book on my desk
2. My Christmas gift
3. The park
4. The baby in our house
5. Our new neighbor
6. A squirrel

Here are several topics about which you may make sentences by asking questions.

7. The sun
8. The beaver
9. Italy
10. The North Pole
11. A radio set
12. The next lesson

Are your sentences correctly punctuated? Read your sentences aloud to one another. Are the sentences complete? If necessary, find additional drill on pages 316 and 317.

7. Kinds of Sentences

You have already had practice in naming the kinds of sentences: the statement, the command, the question, the exclamation. These are the simple names that are used. You are old enough to learn the names that are given to them in advanced language books.

The statement is called a **declarative sentence.**

The command is called an **imperative sentence.**

The question is called an **interrogative sentence.**

The exclamation is called **an exclamatory sentence.**

Name the kinds of sentences in the list below and the correct closing marks. If you are uncertain what mark to use, review Lesson 9, fifth grade.

1. Mary dropped a coin into the hat
2. Come with me
3. Would you like to go
4. What fun that will be
5. Here is a box of toys
6. Am I too late
7. Won't Santa Claus be glad
8. What is it all about
9. How fast the children ran
10. The dog ran madly away
11. Who fired the giant crackers
12. Who will carry the flag
13. How fast this horse runs
14. Tell me what to do
15. What a strange sight

Be ready to read from one of your books or compositions a declarative sentence; an interrogative sentence; an exclamatory sentence; an imperative sentence.

Show that you know the different kinds of sentences by naming each kind, telling what it is, and writing an illustration. If you are not able to do this, you should study again pages 19 and 101 and repeat this lesson.

8. Speaking Correctly

In the five years of school work which you have just completed, have you learned to use correctly the common words in everyday speech? Do you say *I saw, I did, It was Grace and I?* When you were younger, your teacher made a list of your errors and prepared many drills to help you correct them. This year you may help your teacher discover your errors and make the drills. First make a list of your own worst mistakes. Then turn to page 307, where you will find how to make drills which you can use as a daily help. Write them in a notebook. Your teacher will see that they are correct. Now you are ready to help others find their errors and to make drill exercises for one another.

9. The Predicate and the Subject

If you have finished the last lesson successfully, you are now ready to learn another way to tell whether or not a group of words makes a sentence.

Every sentence can be divided into two parts, a naming part called the **subject**, and a telling part called the **predicate**. No matter how short or how long a sentence is, it always has a subject and a predicate. The part that tells what is done is the predicate. The part that names the doer is the subject. In this sentence,

Cats purr, *purr* tells what is done and is therefore the predicate. *Cats* names the doer and is therefore the subject. In separating the parts of a sentence, it is easier to find the predicate first.

Find the predicates and the subjects in the sentences below:

1. Trees grow.
2. Children sing.
3. Firecrackers explode.
4. Bells ring.
5. Rivers flow.
6. Oceans roll.
7. Parrots talk.
8. Squirrels chatter.
9. Breezes blow.
10. Snow falls.
11. Teachers help.
12. Stars twinkle.
13. Violets bloom.
14. Birds twitter.
15. Coals glow.
16. Candles burn.

Of course you had no difficulty in finding the predicates and the subjects in the preceding sentences. It will be a little harder in the sentences which follow, for they are longer. But if you are careful to look first for the part that tells what is done, you will succeed. A little device that will help you is to find the predicate, then place the word *who* or *what* before the predicate and ask a question. The complete answer will be the complete subject. In the sentence *Bright stars shine in the sky*, *shine in the sky* tells what is done and is the complete predicate. What shine in the sky? *Bright stars* is the complete answer, and is the complete subject of the sentence.

Find the complete predicates and the complete subjects in these sentences:

1. The little jackal ran away.
2. The men came with their axes.
3. The children played with the candles.
4. An old gray man stood before her.
5. The fairies sprang to her side.
6. We worked hard every day.
7. The children rose early Christmas morning.
8. Many apple trees fell during the storm.
9. Mary's father works every day.

Can you rewrite these sentences so that they will consist of a one-word subject and a one-word predicate as in the first part of the lesson?

Find in your own compositions four very short sentences and select the complete subject and the complete predicate.

10. Subject and Predicate Contest

A contest is one of the best ways to make you think quickly and to help you fix in your mind new points learned.

Divide the class into two teams, the Wolves and the Coyotes. The teacher will write on the blackboard twenty or more groups of words some of which will be complete subjects and others complete predicates. They should look like the following groups:

1. old John Cornplanter
2. my new radio set
3. drew a large crowd
4. was our first president

5. listened attentively
6. pleased her mother
7. Robert Fulton
8. pushed me aside

The teacher will point to one of the groups of words. The captain of one of the teams must tell, without hesitation, whether the group of words is a complete subject or a complete predicate. He must also supply the missing part in each group. If the teacher should point to No. 5 in the groups of words above, the captain must say, "Complete predicate. The little child listened attentively." Should he make a mistake, the other side may try the same group of words. The contest may be conducted like a spelling match. In order to make the test of most value, the teacher will point to the groups of words out of order.

Since the Wolves and the Coyotes will have many contests throughout the year, it will be more interesting to keep the score each time and add the new score to the last one.

SEAT WORK

You have learned that every sentence has two parts. One of these parts tells what is done. The other part names the doer. The part that tells what is done is the predicate. The part that names the doer of the action is the subject. On page 172 are some subjects. Complete the groups of words by telling what is done. What

name is given to the part of the sentence you are to add?

My baby sister	The flowers in the vase
The fire engine	A little girl
Three tiny birds	The rain
The real hero	The cold weather

Following are some complete predicates of sentences. Supply the subject. What must the subject tell?

came into the house	lives in a large city
sat in the chair	was caught in a trap
went tumbling over	fell into the water
saw the little bird	flew a kite

Find the simple predicate and the simple subject in these sentences:

1. The squirrel ran down the tree.
2. Down the tree ran the squirrel.
3. The children ran into the sunshine.
4. Into the sunshine ran the children.

If you have any difficulty in finding subjects and predicates, your teacher will ask you every day to select them from easy sentences in your stories.

11. Getting Rid of Baby Talk

Many of you are familiar with the pictures of Uncle Walt and Skeezix. Sometimes it is difficult to decide what Skeezix is trying to say. Have you ever noticed that older children or even grown people have difficulty in making

themselves understood because they cling to their baby ways of pronouncing words? Did you ever hear any one say, "Watcha mean?" or "Don'tchu wanta go to the moving pictures?" Such pronunciation is like Skeezix' baby talk. Instead of saying, "won't you" or "want to," the speakers run the words together.

The following groups of words should be said again and again until they are spoken correctly and until the baby way of pronouncing the words sounds queer. You will need to pause slightly and sound distinctly the final letters between the words.

don't you	going to	let me	see them
didn't you	have to	kept up	get them
and then	asked it	give me	catch them
haven't you	asked to	don't know	tell them
won't you	used to	isn't he	fight them
aren't you	kind of	could have	hurt them
could you	look at	should have	take them

The Wolves and the Coyotes may test one another on the distinct pronunciation of the preceding words. One side may give the words for the other side to make into a sentence. For example, one of the captains may give *don't you.* The captain on the other side will without hesitation give a sentence containing *don't you.* If any one runs his words together, his side will lose five points. The teacher will act as judge.

The English language is so different from other languages that it is difficult for those children who come from homes where English is not spoken, to speak our language distinctly and correctly. Children whose parents have been in this country a little longer, and who have less difficulty with their pronunciation of English, should do all they can to help those who are having a struggle. In the Appendix, pages 307 to 315 are some exercises for children to whom the English language is new and strange. In some schools the whole class will need to use these exercises. In other places only small groups will need such help. In schools where boys and girls know how to work quietly in groups, the teacher may let those who have learned to speak more correctly help those who need assistance.

12. Conversation Lesson

Should you not like to play that you are on the way home from school with a group of boys and girls? If you are in the city, perhaps you stop and look in a store window. If you are in the country, maybe you stop to watch the threshers or cotton pickers or potato diggers at work in the field. What will the conversation be about? Plan the conversation carefully and make it as natural as possible. Pronounce your words distinctly, especially any you use

from the last lesson. Perhaps one boy begins like this: "Oh, *look at* the Halloween window at Carson's!"

Another may add, "Come, I *want to* show you a queer black cat in the window."

What else might they see in the window which would arouse more comment? What else might the boys say? Would the Halloween window decorations suggest plans for Halloween? What would the boys say then?

Make this incident into a play.

The class may select judges who will help the actors improve their conversation. On what points should they judge? Perhaps these suggestions will help:

What was the best part of the conversation?
Were any words run together?
Should any *and's* have been omitted?
Were questions and exclamations naturally used?
How many points were talked about?
Was one point finished before the next was begun?
Did the speakers use correct English?

Actors on the real stage have to do the same scene again and again before they are satisfied with it. Perhaps after the suggestions from the judges the first group of actors would like to try the scene again. Perhaps it would be better practice for another group to give the scene, trying to improve the conversation.

Suggestions for other conversations:

1. A group of girls look at the fall hats in a milliner's window and discuss the hats they should like for winter.

2. Mother and father announce at the table that they are going out for the evening and set the children various tasks. These may include the children's regular evening duties as well as those father and mother usually do. Make a scene which includes the conversation at the table, the conversation when they are seeing father and mother off, and when washing the dishes.

You and your teacher will think of many other situations. In planning the scenes think what would be said and how best to say it to make your conversation both interesting and correct.

OPPORTUNITY WORK

Perhaps some of you would enjoy planning an imaginary play. Several children might start on a journey to find the fairy who makes all wishes come true. When the children find the fairy, she tells them the magic rime. The rime is no sooner said than the wishes come trooping out in great numbers, some of them wise, some foolish. The wishes can talk as well as if they were real children instead of ice cream, rings, ponies, or any other thing you may have wished for ever and ever so many times.

13. Telling Things in Order

For seat work plan carefully an imaginary conversation, paying special attention to the order in which things should be discussed. An outline for one of the exercises given in Lesson 12 might look like this:

Father and mother announce their plans.
Mother tells the girls what to do.
Father tells the boys what to do.
The children see their parents off.
One boy straightens up the living room.
One girl clears the table.
One boy piles the dishes in order on kitchen table.
As the children work, they talk over their plans for their mother's birthday.

A few of the outlines may be placed on the blackboard for class discussion during the next lesson.

14. The Noun

Can you think about the words in a sentence as if they were actors in a play, each with a part to take? Actors must play their parts well or a pleasing play will not result. In the same way a word must play its part well or the sentence will not be clear.

For a time you will study the words in the sentence and the part each one plays in expressing the thought. Some words take the part of

naming. Other words take the part of expressing actions. Others tell when that action takes place, while still others describe. According to the part they play in making sentences, words are classified under **parts of speech**. The chief thing to keep in mind, in studying these parts of speech, is the part the word plays, or its use in the sentence. You will study first the words that name.

A word may name the things you see, or hear, or think about, or feel. Find words in the following sentences that name things:

1. The bird flew into the cage.
2. The children have gone to the circus.
3. Mary cut two black cats from paper.
4. Father has promised me a trip to Atlanta.
5. The song was sung by a great tenor.
6. The velvet is as soft as a pussy willow.

Bird is the name of something you can see.

Cage is also a name. Is *children* a name? What does *circus* do in the sentence? What name words can you find in the other sentences? Words that name are **nouns**. Can you tell in your own words just what a noun is? The best definition may be written on the board and copied in your language notebooks.

Some nouns name things one can feel. See if you can find any such nouns in the sentences on page 180.

1. Only babies and cowards have a fear of the dark.
2. The doctor asked where the pain was.
3. The old man has lost his memory.
4. After the World War many people died of hunger.

SEAT WORK

In your compositions, you use many nouns. Here is a boy's composition. Find the nouns by looking for the words that name. The first one is in italics. Altogether you will find that there are ten different nouns.

My yellow *canary* was so tame that we often let him out of the cage. He flew around the room, lighting on the picture frames or on the furniture. When he grew tired, he went back into the cage by himself. One day I forgot that the screens had been taken from the windows and let him out. The canary flew outdoors. I hunted all day, but I could not find him. I wonder whether he found a better home in the trees.

Separate the numbered sentences on page 179 into subjects and predicates.

15. The Common and the Proper Noun

All nouns in sentences name something, but there is a difference in the way they name. The word *actor* may be used for any one who takes part in a play, but *Jackie Coogan* names only one. A **common noun** is a noun that names all of a group. A **proper noun** is a noun

that names a particular one of a group. The word *actor* names all in the group or play and is a common noun. The word *Jackie Coogan* names a particular actor and is therefore a proper noun.

In the sentences that follow, find the common nouns and the proper nouns. Be careful to find what part the word takes in the sentence, before you name it as a noun.

1. John is an actor in our play.
2. Harry is a pupil in this class.
3. Dick is my dog.
4. San Francisco is a large city.
5. France is a country across the sea.
6. Sunday is the first day of the week.

Use your own name in a sentence. Is it a common noun or a proper noun?

Learn:

A common noun is a name of a group or class of persons, places, or things.

A proper noun is a name of a particular person, place, or thing.

Take a composition from your folder. Select the nouns by looking for the words that are the names of things. Tell whether each noun names all of a group or is the name of some particular one of a group. Is it a common or a proper noun?

The following words are common nouns. Give the corresponding proper nouns by thinking of the word that names a particular one of the group.

Common nouns: *man, boy, city, state, book, continent, church, school, ocean, store, play, actor, month, day, boat.*

Give a common noun for each of the following proper nouns: *Dick, Mary, Wednesday, Ohio, General Wood, Christmas, Columbus, Congress.*

A class may make this game an interesting exercise. One child names a common noun, such as *paper*, and calls upon one of his classmates, who must say quickly *Morning Times* or the name of some other newspaper he knows. If he succeeds in giving a proper noun, he may then give a common noun and call upon some one else. If no one can name the proper noun, the child who gave the common noun must do so. The class may choose sides and keep score if it wishes.

16. A Lesson in Capitalization

Have you discovered that common nouns begin with small letters and that proper nouns begin with capital letters? Prove your ability to distinguish between proper and common nouns by copying the paragraph on page 183 correctly.

After you have discussed the use of capital letters and have studied the paragraph carefully, your teacher will dictate it. You will then correct your work and make a list of your mistakes. Review the work so that you will not make the same errors again. On pages 318 and 320 you will find lists of proper nouns.

On friday morning, october 12, 1492, columbus, dressed in a robe of bright red and carrying the royal flag of spain, stepped upon the shores of the new world. Around him were gathered the officers and sailors dressed in their best clothes and carrying flags, banners, and crosses. They fell upon their knees, kissed the earth, and gave thanks to god. Columbus drew his sword and declared that the land belonged to king ferdinand and queen isabella.

Remember:

A proper noun begins with a capital letter.

17. Singular and Plural Number

Have you realized that one reason for studying nouns is to learn when to use capital letters. Another reason is to learn to spell their singular and plural forms.

The word **number** refers to one or more than one of anything. When you say *boy*, you mean one, or **singular number**. When you say *boys*, you mean more than one, or **plural number**. The plural of nouns is usually formed by the

addition of *s* or *es* to the singular form as shown in these words which you should learn to spell:

SINGULAR	PLURAL	SINGULAR	PLURAL
month	months	church	churches
friend	friends	guess	guesses
soldier	soldiers	watch	watches
paper	papers	crutch	crutches
flag	flags	circus	circuses

Sometimes plurals are formed in another way. To understand this way, you must know the vowels and consonants. Vowels are the letters *a, e, i, o, u.* The consonants include all other letters in the alphabet. In the following words note the way the plurals are formed and explain the changes that have been made.

These nouns end in *y* preceded by a vowel:

SINGULAR	PLURAL
toy	toys
boy	boys
donkey	donkeys
valley	valleys
day	days
bay	bays

These nouns end in *y* preceded by a consonant:

SINGULAR	PLURAL
city	cities
baby	babies
lady	ladies
family	families
enemy	enemies
fairy	fairies

In which list of words does a vowel come before the *y?* How is the plural of such words formed? Use your dictionary to see if other nouns with a vowel before the *y* form their plurals in the same way. Look for the plural

of *bay*, *chimney*, *turkey*. Can you think of other nouns ending in *y* preceded by a vowel? Look in your dictionary for the plural. Can you now make a rule for forming the plural of nouns ending in *y* preceded by a vowel?

Look at the last two columns of the second list on page 184. What kind of letter precedes the *y* in all of these words? What was done with the *y* in forming the plural? What was then added? See if the plural of other words ending in *y* preceded by a consonant is formed in the same way. Look for the plural of *fly* in your dictionary. Look for the plural of *berry*. Can you give the rule for forming plural nouns ending in *y* preceded by a consonant?

Learn:

To form the plural of nouns ending in *y* preceded by a vowel, add *s* to the singular form.

To form the plural of nouns ending in *y* preceded by a consonant, change *y* into *i* and add *es*.

Make a story containing the plural of many nouns ending in *y*. If you cannot think of an original story, you may finish this one:

> The women of the City Club planned a campaign against flies. These flies were responsible for the deaths of babies in those families that did not keep their houses clean. The women had read in the weeklies that in some countries there are not so many flies as in other countries.

18. Other Plurals

Explain the change that took place when the plural of these nouns was formed:

Singular	Plural	Singular	Plural
wife	wives	roof	roofs
leaf	leaves	gulf	gulfs
wolf	wolves	calf	calves
knife	knives	muff	muffs
loaf	loaves	thief	thieves
life	lives	half	halves

Learn to spell these plurals:

Singular	Plural	Singular	Plural
hero	heroes	man	men
tomato	tomatoes	woman	women
potato	potatoes	child	children
echo	echoes	ox	oxen
piano	pianos	tooth	teeth
solo	solos	goose	geese
negro	negroes	foot	feet
lasso	lassoes	mouse	mice

Here is a contest for the Wolves and the Coyotes. The teacher will choose words from the preceding lessons for dictation. Every child who spells each word correctly will add five points to the score of his team. The best way to prepare for this contest is to study the words and then cover the columns of plural forms. Look at the singular forms and write on your paper the plural forms. Give special attention to the nouns that end in *y*.

19. The Possessive Form of Nouns

Although you have been writing nouns with apostrophes for two years, perhaps you still find it hard to know just where to put the apostrophe. What you have learned about singular and plural number will make this matter easier for you. In these sentences is the apostrophe used in words that mean one or more than one?

1. The girl's book is in her room.
2. The boy's hat is on his head.

Write sentences in which the following singular nouns show possession: *cat*, *doll*, *bird*, *earth*. How did you make them show possession? Can you give a rule that will tell how to make a singular noun show possession?

If more than one girl or more than one boy is meant, the apostrophe should be placed in this way:

3. The girls' books are in their rooms.
4. The boys' hats are on their heads.

In sentences 1 and 2, you are speaking about one girl and one boy. To form the possessive you add an apostrophe and *s*. In sentences 3 and 4, you are speaking of several *girls* and several *boys*. Since *girls* already ends in *s*, an apostrophe only is necessary to make it show possession. Since *boys* already ends in *s*, an apostrophe only is added to show possession.

To show possession:

Add an apostrophe and *s* to a singular noun.

Add an apostrophe to a plural noun ending in *s*.

Use in sentences the possessive form of the following words: *donkeys*, *babies*, *man*, *sisters*, *robin*, *girls*.

Look at the columns of words in Lesson 17 and the first list of words in Lesson 18. Write sentences showing both possessive singular and possessive plural of these words. Can you think of a game that will give you more practice in writing words that show possession?

20. More Possessives

Explain the difference in the possessive forms in the following sentences:

1. The boy's hat was lost.
2. The boys' hats were torn.

The plural form of every noun you have used so far has ended in *s*. How should you show possession if the plural does not end in *s?* Compare these two sentences:

3. The man's car was stolen.
4. The men's cars were stolen.

In sentence 3, you are speaking of one *man*. To show possession, you add an apostrophe and *s*. In sentence 4, you are speaking of several men. Since *men*, the plural form of *man*,

does *not* end in *s*, an apostrophe and *s* are added to show possession. Explain the use of the apostrophe in these sentences:

1. My sister's gift came by mail.
2. The boys' hats were blown into the river.
3. The child's doll was broken.
4. The children's dolls were broken.
5. The mouse's tail was cut off.
6. The mice's tails were cut off.
7. The ladies' cars were waiting.

Make the following expressions show possession by writing them with an apostrophe; as, *girls' rings* instead of *rings of the girl*. Use them in written sentences.

hats of the ladies
tops belonging to the boys
gloves of my sister
farm owned by my uncle
feathers from the geese
games played by children

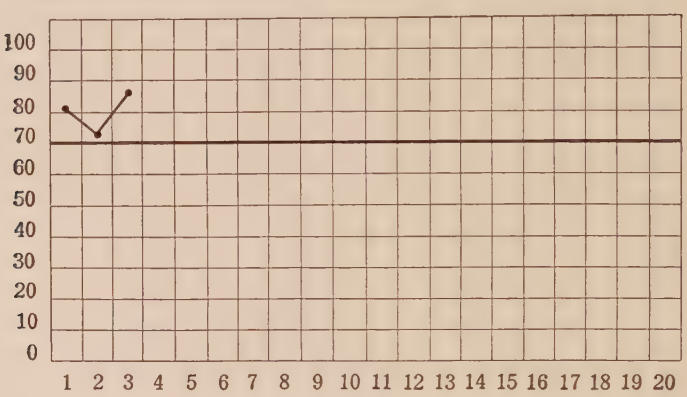
From your own compositions, list the words that show ownership or possession.

21. Testing Yourself

Before taking up a new kind of work would you not like to know how thoroughly you have learned the work you have had this fall?

If you keep your score from day to day in the form of a graph, you can tell quickly whether

or not you are progressing in your work. The graph will look like the figure below.



If you get the ten sentences correct in exercise 1 on the next page, you would be marked 100. If you had eight of them right, you would have only 80. You may put a dot on the 80 line in the column for the first exercise. In the next exercise there are seven sentences and two things to do to each sentence. That will make fourteen things to do. Can you figure out in your arithmetic class how much each one will count? Suppose you get ten of these things correct, where in the second exercise column will your dot be? Now connect these two dots. That line shows you going down, doesn't it? That is bad. In the third exercise are six possessive nouns. If you put the apostrophe in the proper place in all but one,

what would your score be? Prove that it is shown correctly on the graph. Now your work is going up again.

See if you can keep the graph curve above the black line at 70. That is the dead line. Why? If you keep a graph like this, it will help you to determine whether or not you need more drill before going on to a new exercise.

1. Use in sentences five common nouns. Use in sentences five proper nouns.

2. Copy the sentences in the following composition. Draw one line under the subject. Draw two lines under the predicate.

Once some bees stung a bear on the nose. The angry bear determined to revenge himself. Immediately he rushed into the garden and knocked over all the beehives. The bees swarmed around the bear and attacked him. They did not cease stinging him until the bear had fled into the deep forest. Then the bear sat down and thought. He decided that revenge was not so sweet after all.

3. Copy the following paragraph, adding the apostrophes to show possession:

THE MEADOW LARK'S NEST

One day in the woods I found a meadow larks nest in which there were five young ones. The parent birds were busily flying back and forth to feed their hungry birdlings. With all the fathers ingenuity

and all the mothers patience, they could hardly find enough to satisfy the little birds hunger. The old birds brought spiders and flies, worms and ants, and insects eggs by the dozens, and yet their babies mouths were always open for more.

22. Better Speech Week

Since you studied Lessons 11 and 12, have you tried every day to keep from running together words like *don't you*, *let me*, *at all*, and *want to?* Are you helping one another to get rid of these baby habits of speech?

All over the country one week is set aside in most high schools and elementary schools to campaign for better speech. In each grade you have had many lessons in using correctly certain troublesome words. These have to be practiced every day until the correct form becomes a habit and the incorrect one sounds wrong to you.

Study the following questions and answers until you can close your book and give the answers from memory:

1. Where is your mother? She is *lying* down to rest.
2. Where is your coat? It is *lying* on the bench.
3. Where did you put your books? I *laid* them on the shelf.
4. What did he say to the dog? "*Lie* down, Fido."
5. How long has your coat lain on the bench? It *has lain* there since yesterday.

Answer the following questions, using *lying*, *laid*, *lie*, or *lain:*

1. Where did you put your hat?
2. Where is your doll?
3. What did you tell the baby to do?
4. What did the clerk do with the cloth?
5. Where has your coat lain so long?
6. How long did you lie on the grass?

Learn to answer the questions below. For help refer to page 49, fifth-grade work.

7. Where did you set the dishes? I set the dishes on the table.
8. In which row does Frank sit? Frank sits in the first row.
9. Where did you set your cup? I set the cup on the shelf.
10. Who sat there Monday? Tom sat there Monday.

Choose the right words from those in parentheses in the following sentences:

11. My mother is (*laying* or *lying*) down.
12. Baby (*lay* or *laid*) asleep on the floor.
13. She (*lay* or *laid*) her clothes carefully away.
14. The man (*set* or *sat*) the hoe against the tree.
15. The tree has (*lain* or *laid*) there for a hundred years.
16. John (*set* or *sat*) by me.
17. "(*Lie* or *lay*) low," said the rabbit to her little one.
18. I (*lay* or *laid*) my book on the table.
19. I (*set* or *sat*) the vase in the parlor.

23. More Practice in Speaking Correctly

Read carefully the following sentences:

1. She does her work *well.*
2. Alice *ought not* to do it.
3. She *used to* live here.
4. John *should have done* better.
5. He *might have been* killed.
6. If he *had worked harder*, he *would have been* promoted.

Do not make the following mistakes:

7. She does her work good.
8. He hadn't ought to try it.
9. She use to write well.
10. I should of gone with her.
11. He might of been hurt.
12. If he had of worked harder, he would of been promoted.

Study first the correct forms in italics in the first group of sentences above, then find the mistakes in the incorrect sentences in the second group.

Choose the correct words from those in parentheses and rewrite the following sentences:

13. He did (*good* or *well*) in the test.
14. She (*use* or *used*) to sing well.
15. She might (*of* or *have*) told me.
16. He (*hadn't ought* or *ought not*) to go.

Write sentences using correctly *well, ought, used to, should have, would have, had worked,* and *would have been.*

24. More Exercises for Better Speech Week

Choose the right words from those in parentheses and read these sentences correctly:

1. The bell has just (*rang* or *rung*).
2. She (*gave* or *give*) me all she had.
3. Mary (*sat* or *set*) by her baby sister while she (*laid* or *lay*) asleep.
4. He hasn't (*no* or *any*) use for his new knife.
5. (*May* or *can*) I go home with Elsie tonight?
6. We did not know you (*were* or *was*) coming.
7. I have (*known* or *knowed*) it for ever so long.
8. The cows in Mr. Brown's dairy (*give* or *gives*) rich milk.
9. I didn't want (*anybody* or *nobody*) to help me.
10. Mr. Hold told Jack and (*I* or *me*) to go.
11. She cried (*as if* or *like*) her heart would break.
12. We have (*rode* or *ridden*) all day.
13. I am feeling (*well* or *good*) today.
14. He looks (*well* or *good*) since his return.
15. (*Doesn't* or *don't*) the car stop quickly?
16. They let him and (*I* or *me*) try the next grade.

Make sentences using correctly *might have*, *like*, *ought not*, *can*, *used to*, *rang*, *no*, *well*, and *set*.

Should you like to test yourselves to see whether you need any more practice in these forms? Your teacher will write on the blackboard about twenty sentences containing the forms given in the last two lessons. She will put both the correct and the incorrect form in parentheses just as they are written in the last

group. Choose the correct form. When you have finished, exchange papers with each other and mark them. The teacher will underscore on the blackboard the correct form. Place your score on your graph card. Are you still above the dead line? Do you need more practice before going on to another lesson?

25. The Study of a Poem

Have you heard the harsh croak of the crow, "Caw, caw, caw"? The poet who wrote this poem thought the crow said, "Cause" (contraction of *because*) instead of "Caw." Read this poem through. Why does the author speak of the crow as a disagreeable bird? What do you know or what can you find out about crows?

JIM CROW

Oh, say, Jim Crow,
Why is it you always go
With a gloomy coat of black
The year long on your back?
Why don't you change its hue,
At least for a day or two,
To red or green or blue?
And why do you always wear
Such a sober, somber air,
As glum as the face of Care?
I wait for your reply,
And into the peaceful pause
There comes your curious, croaking cry,—
"Oh, because! 'cause! 'cause!"

Oh, say, Jim Crow,
Why, when the farmers sow,
And the corn springs up in a row,
And the days that once were brief
Grow long, and laugh into leaf,
Do you play the rascally thief?
I can see by the look in your eye,—
Wary and wise and sly,—
That you know the code in vogue;
Why will you, then, oh, why,
Persist in the path of the rogue?
I hearken for your reply,
And into the empty pause
There rings your graceless, grating cry,—
"Oh, because! 'cause! 'cause!"

—Clinton Scollard

If the best reader in the class will read the poem aloud slowly, you will enjoy it more. What part of the poem do you like best?

Are there any stanzas you should like to memorize? Slowly reading the poem many times will help you to memorize it. Find the word pictures in each stanza. What is the first stanza about? the second? There is a third stanza. Perhaps some one will find the poem in the library, copy the stanza, and read it to the class. Doubtless this outline will help you to keep the pictures in each stanza in mind as you memorize it:

Why does this poet think the crow such a disagreeable looking bird?

Why does the crow steal?

That the crow says " 'cause" in answer to questions is a good suggestion for a legend. You might use the title "Why the Crow Says 'Cause." In the next two lessons you will hear more about legends.

OPPORTUNITY WORK

Those children who are interested in writing poetry or who would enjoy making a collection of memory gems may make a Book of Poetry. In this book you may write original poems and jingles, or copy your favorite poems or stanzas from poems. Pictures that illustrate your poems may be cut from magazines.

26. Story-Telling Time

Have you ever wondered how things happen? Here is a story about how one thing came to be:

WHY THE BEAR HAS A STUMPY TAIL

Once a bear met a fox who came slinking along with a string of fish he had stolen.

"Where did you get those fish?" asked the bear.

"Oh, I've been out fishing and caught them," said the fox.

So the bear had a mind to learn to fish, too, and bade the fox tell him how to set about it.

"Oh, it's easy and soon learned," replied the fox. "You've only to go upon the ice, cut a hole, and stick your tail down into it. You're not to mind if your tail smarts a little. That's when the fish

bite. The longer you hold it there the more fish you get. Then all at once pull it out sideways with a strong pull."

The bear did as the fox had said. He held his tail down in the hole a long, long time, till it was frozen fast. Then he pulled it out with a crosswise pull, and it snapped off short. That is why Bruin's tail is stumpy to this day.

A few words written about each paragraph will help you tell the facts in order. In the story what happened first? What is the second step? What is the next step? Finish the following outline:

A bear meets a fox.
They talk about the fish.
The bear asks the fox how to fish.

In planning to tell the story do you not think it would be well to look for the good picture words and phrases that you do not hear every day? Read the first sentence. Why is *slinking* a good word to use in describing the action of the fox? Is "So the bear *had a mind* to learn to fish" better than "The bear thought he would learn to fish?" Why did the author use *asked* and *replied* instead of *said?* Do you like the expression "till it was frozen fast"?

Your story-telling time would be much more interesting if you were to choose another story about how things came to be. Kipling in his *Just-So Stories* writes the most charming tales.

The suggestions given at the end of Lesson 1 will help you to judge one another's stories. Do not forget that you are helping one another drive the worst errors from your speech.

27. Making Original Legends

Have you ever tried to make a legend? It is great fun to keep one's legends secret. Write your legend, but do not sign your name before handing it to the teacher. After she has read the legends to the class, choose the one you like best.

Select some flower or animal or bird. The most interesting thing about the object you choose should give you an idea for your legend. Here are suggestions:

Why the Buttercup Is Yellow
How the Holly Came to Have Red Berries
Why Some Clovers Have Four Leaves
When the Rabbit's Tail Grew Short
How the Chipmunk Got His Stripes

This is the way one sixth-grade girl planned a legend about "How the Butterfly Came to Be." The wings of the butterfly made her think of the petals of a flower. The word *butterfly* suggested *buttercup*. Wasn't that a good start? Beginning with these ideas, she explained how the petals happened to break away from the flower and how they learned to

fly. Here is the outline which she made to arrange her points in the right order:

The wind blew hard.
The wind blew the petals off the buttercup.
The wind carried them far away.
The buttercup was a larger flower than it is now.
The petals learned the secret of flying.
Now we call them butterflies.

Here is her legend:

How the Butterfly Came to Be

Long, long ago the buttercup was a much larger flower than it is now. Its beautiful yellow petals waved lightly in the breeze. One day a strong wind blew two petals from the stem. Together they sailed away for miles and miles. They journeyed so far that they learned the secret of flying, which only the birds had known. This is how butterflies came to be.

Had the author cared to make her legend longer, she might have introduced a reference to the birds. They might have told the petals how they could be used for wings. Had she done this, how many paragraphs would have been necessary? How many paragraphs are there in the legend "Why the Bear Has a Stumpy Tail"? Why are there so many?

As you plan your legend, decide what your opening sentence will be. Can you introduce any unusual expressions that will make your story more interesting? If, for example, you

should make a legend about "How the Holly Came to Have Red Berries," instead of repeating *red* you might use *scarlet*. Instead of saying, *Her leaves were shiny*, you might say, *Dark and glossy were her leaves*. Instead of beginning your legend with *Once upon a time*, you might say:

When the world was young . . . .
In the days of old . . . .
Many years ago . . . .

Before you begin to tell your legends, discuss the points you should observe in telling good stories. In Lesson 1 there are some suggestions that will help you.

28. Writing Legends

You have not added anything to your story book for some time. Do you not think your legend would be a good story to send to your far-away friend? Before you write it, turn to Lesson 3. The guides found there may be used as standards for judging one another's papers in class. Lesson 22, fifth-grade work, provides help in writing quotations. If necessary, rewrite your legend before putting it into your story book.

OPPORTUNITY WORK

Those who have subjects for other legends might write them and bind them in book form for children in the lower grades, or for their younger brothers and sisters at home.

29. A Lesson in Punctuation

In the following exercise you will find four different uses of capital letters, three different closing marks for sentences, one use of the apostrophe, four different uses of the comma, and the use of quotation marks. Find each of these things and write a rule for it. You should be able to do this without help, but if it is necessary, you will find help in the Appendix on pages 318 to 327. Read and discuss your rules in class or with your teacher, decide upon the best ones, and copy them neatly into your notebook with a sentence to illustrate each rule. Then prepare to write the exercise from dictation.

The Soldier and the Witch

"Soldier, have you the tinder box?" asked the witch.

"Plague on it! I had quite forgotten that," exclaimed the soldier.

He went and brought it. The witch then drew him up from the hole. He stood on the highroad again with his pockets, boots, sack, and cap full of gold.

"What are you going to do with the tinder box, witch?" inquired the soldier.

"That's nothing to you. You have the money. Give me the tinder box," retorted the witch.

"Tell me directly what you are going to do with it, or I'll draw my sword and cut your head off," said the soldier.

The witch fairly shouted, "No, you won't!"

When you finish, open your book and correct your work. If you find that you have made mistakes, drill yourself by using exercises from the Appendix, pages 320 to 327.

30. Using Correctly *Leave, Left, Let*

Here are some sentences from the story of Pandora. Do you always use the words in italics correctly? Practice reading the sentences until the correct forms of these words are familiar to you.

1. The box was *left* here to be kept safely.
2. *Let* us run out and play.
3. He wished that it had been *left* at some other child's door.
4. She *let* the box fall with a loud thump.
5. Pandora *left* the box without a fastening.
6. Only *let* me have some fresh air.

The words *leave* and *left* are often incorrectly used for *let*. The first step in learning to use them correctly is to know what they mean. *Leave* means *allow to remain*. *Let* means *allow*. "*Leave* the books here" might have been written: "*Allow* the books *to remain* here."

Left is the word used when speaking of past time. It means *allowed to remain*. "She *left*

the books with me" might have been written: "She *allowed* the books *to remain* with me."

Let means *allow*. "*Let* me do it." "Father, *let* me go."

Read carefully:

1. Leave your book at the desk. (Allow your books to remain at the desk.)
2. He left his book at the desk. (He allowed his books to remain at the desk.)
3. Leave the box with me. (Allow the box to remain with me.)
4. He left the box with me. (He allowed the box to remain with me.)
5. Let me go. (Allow me to go.)
6. He let me take it. (He allowed me to take it.)
7. She let the lid fall. (She allowed the lid to fall.)

Rewrite the following sentences, using *leave* in place of *allow to remain*. Use *let* instead *of allow*. Remember that *leave* and *left* carry with them the idea of *remaining*. *Let* does not. It means *allow*.

7. *Allow* the letter *to remain* in the box.
8. The monkey *allowed* its food *to remain* uneaten.
9. We *allowed* the machine *to remain* here.
10. Will you *allow* your cap *to remain* here?
11. Pandora *allowed* the box *to remain* without a fastening.
12. Will you *allow* me to go with you?
13. *Allow* her to go.
14. John *allowed* me to read his book.
15. Did you *allow* May *to remain* in the room?

31. Gaining Independence in Judging Sentences

Before this year you have had no guide to help you to determine whether or not a group of words was a sentence. But now you have learned that a sentence must have both a subject and a predicate. Test the legend that you wrote to see that every sentence is correct.

Point out the sentences in the following groups of words:

1. While walking down a broad, shady street
2. Earnestly begged my help
3. A government airplane will soon fly to the North Pole
4. Down in the depths of despair
5. Cheerfully he answered
6. *The Trail of the Sand Hill Stag* was written by Ernest Thompson Seton
7. By the shining big sea waters
8. She whispered to me
9. The bear did as the fox had said and held his tail down in the hole a long, long time
10. You can see to this day the mark of the bear's claws on the chipmunk's back
11. Thus lighten the burden
12. Sat down with his hundred braves
13. The President's Thanksgiving proclamation was read aloud the people heard it clearly.

There is a catch in one of these groups of words. Can you find one group of words that is two sentences? For seat work you might write ten groups of words similar to these. Let

some of them contain a catch. Exchange them with your neighbor. If the group of words is a sentence, write in the margin a plus sign (+). If it is not a sentence, write a minus sign (—). If the catch contains two sentences, write two plus signs (+ +). After the papers have been returned and you understand the markings, put your score on your graph card. Are you above the dead line? Are you far enough above to feel that you need no more practice in this work?

32. Subject and Predicate of Interrogative Sentences

You have not yet been told how to test an interrogative sentence to see if it has a subject and a predicate. Perhaps your neighbor included such a sentence in the test he made out for you. Suppose you found this group of words in it: *Will your mother let you play ball?*

How would the sentence read if it were changed to a declarative sentence? What is the subject of the declarative sentence? If the declarative sentence were made interrogative, would the subject and the predicate be the same as they were before?

Find the subject and predicate in the following sentences:

1. Can you play volley ball?
2. May I read your new book?

3. Will you tell me a story?
4. What is the cause of a chinook?
5. In what states are oysters found?
6. Where did the Pilgrims land?
7. Did Roosevelt hunt for game in Africa?
8. When did Peary discover the North Pole?

Find the subjects and predicates in eight *short* sentences in some of your own compositions. Include an interrogative sentence if you have written a short one.

33. Books for Christmas

Sometimes boys and girls should like to ask their parents to give them books for Christmas gifts, but they do not always know what books to suggest. The following books are popular with boys and girls in your grade:

Alcott, *Little Women*
Aldrich, *Story of a Bad Boy*
de la Ramé, *A Dog of Flanders*
Eggleston, *Hoosier School Boy*
Garland, *Boy Life on the Prairie*
Grenfell, *Adrift on an Ice Pan*
Ingersoll, *Book of the Ocean*
Lang, *Blue Fairy Book*
McFie, *Boys and Girls of Other Lands*
Martin, *Emmy Lou*
Miller, *True Bear Stories*
Molesworth, *Christmas Tree Land*
Olcott, *Arabian Nights*
Paine, *Arkansas Bear*
Saunders, *Beautiful Joe*
Shetter, *Candlelight Stories*
Spyri, *Heidi*
Tappan, *American Hero Stories*
Warren, *Robin Hood and His Merry Men*

Have you read one of these books? If so, tell an incident from it so well that your classmates will be eager to read the book. If not, tell an incident from a book you have read and enjoyed. Be careful to choose a brief incident—one that you can tell in less than three minutes.

34. Friendly Letters

Is it not time to send your book of stories to your far-away friends? It will be courteous to send a letter with the book. Besides telling your friends about the book you are sending, do you care to write anything else? If so, it will be necessary to have more than one paragraph.

When a teacher in a school on Long Island asked her pupils if they would like to write to children in Montana, they were delighted. She then asked them what they should like to write about. Not a child had a suggestion, not even when she asked them if they knew some interesting things about which Montana children might not know. The teacher then suggested that they look out of the window and find something that Montana children could not see from their schoolhouse windows. Then the topics came thick and fast. You will find them on the next page.

An Old Windmill Which Early Dutch Settlers Built
The Story of a Moving Picture in Which Mary Pickford Appeared near the Dutch Windmill
When the Tide Comes In
The Ocean

Each child decided to take only one topic. Why? The pupil who tried to tell about the ocean had to have help from the teacher in narrowing the subject down to a small topic about which he could write a personal experience.

Do these suggestions help you to find an interesting small topic about which to write? Can you put in one paragraph all you wish to say on that topic? Remember that the longest paragraphs are not always the most interesting.

Think over your plans carefully and outline them on the board. Perhaps it will help you if together you work out a model letter which the teacher will put on the board so that you may choose the best arrangement and best sentences.

Do you remember how to place, capitalize, and punctuate the heading; the salutation; the complimentary ending? On page 345 you will find a model. Since you know how to use a dictionary, you need not guess how to spell a troublesome word.

After your letters are written, you should read them critically before showing them to your classmates and the teacher for suggestions. Sixth-graders should be very critical of their own work.

35. Letter Writing

American Hotel, China
October 18, 1922

Dear Alice,

This letter is to be a great secret. And this is the reason. I shall not get home for Christmas as I had expected, but I want the children to have their presents just the same. What I want you to do is to find out what Harold and Mary would like most, get it for them, and put it into their stockings on Christmas morning. Of course, you must not let them know anything about it.

Then you must sit down and think what you should like most of all for yourself. Get it, too, and put it into your stocking.

You may spend five dollars for each child. I am sending you the money in Father's name, so you will have to let him into the secret. Perhaps Father and Mother both will help you decide what to buy.

When you write your Christmas letter, you may tell me just how you managed.

Your affectionate uncle,
George Robinson

Would you be glad to get a letter like this? Imagine that you are Alice and that Harold and Mary are your brother and sister, and plan to answer the letter.

What would you say about your own present? How would you let Uncle George know that Harold and Mary were delighted with their gifts? Mention the fun you had when you went

shopping; also any interesting thing that may have happened when you were buying the gifts. Would not Uncle George enjoy hearing in detail of some one incident that happened?

At the close of your letter say something about how much Uncle George must be enjoying all the beautiful things he is seeing, and that you should like to be in China with him.

Remember to place in one paragraph all the sentences that tell about one topic.

When you have finished writing, you may give your letter to some one in the class who will make believe he is Mother or Father and will help you correct your letter before you send it to Uncle George.

36. Business Letters

Sixth-grade pupils who are studying geography usually make collections of steamship and railroad folders and pamphlets. Instead of having your teacher send for these pamphlets, you may learn to do this yourself.

Even the best business firms vary in the placing and punctuation of the heading, address, and salutation of letters. In order to determine what form is in general use, you might make a collection of business letters from large printing establishments, school-supply houses, banks, and mail-order houses. Your parents, or near-by

merchants, may have some business letters which they will lend for your exhibit. Arrange this collection on the bulletin board.

What size of paper is most commonly used? How many lines are in the heading? What punctuation is customarily used in the heading? Study the address and salutation for both margin and punctuation. What abbreviations are used? Compare your letters with those given below. If you cannot decide which is the best form, write to the commercial department of the college or high school nearest you asking what form is preferred. You may decide by vote upon the letter of inquiry that is best expressed and neatest in form.

How should you word your letter if you were to write for pamphlets for your geography work? The following letter is a suggestion:

140 Albana Street
Spartanburg, South Carolina
January 6, 1924

Northern Pacific Railroad Company
St. Paul, Minnesota

Gentlemen:

Will you kindly send me the pamphlets which you publish describing the wheat regions of the Northwest? The sixth-grade children of Francis Parker School wish to use them for geography work.

Very truly yours,
Robert Fullerton

Several pupils might go to the blackboard and write a letter asking for a similar type of material but wording their requests differently. Those at their seats may help, by suggesting improvements after the letters are finished. These points may help you in making suggestions:

Are the heading, address, and salutation properly placed, capitalized, and punctuated?
Is the body of the letter perfectly clear as to meaning?
Is the body of the letter brief?
Is it courteous?
Are all words correctly spelled?
Is the complimentary ending correctly placed, punctuated, and capitalized?

Look at the business letters in the exhibit which you have collected. Notice how the letters were folded. Fold your letter in the same way. Study the addresses on the envelopes. Draw a diagram on the blackboard, showing by lines just where each part of the address should be written. Children often write the address too high on the envelope.

Discuss with your teacher the correct size of letter paper. A common size for business letters is 8½ by 11. In some homes, however, it is not always convenient to have note paper both for friendly letters and for business letters. You should therefore have practice writing in school on both kinds of paper.

Ruled paper is intended only for those who cannot write straight across the paper without going up or down hill. Surely you do not need ruled paper now that you are in the sixth grade.

37. The Pronoun

As Edna had just ten minutes to reach school before the bell rang, Edna ran as fast as Edna could. When Edna was nearly there, a runaway horse dashed out of an alley just ahead of Edna. Across Edna's path it ran, almost knocking Edna into the lamp post.

Is this a pleasing beginning for a story? Do you talk that way? In place of the second *Edna*, you would use *she*. What would you use in place of the next *Edna?*

By this time you should have noticed another part that some words play in sentences: They take the place of nouns. A word used instead of a noun is a **pronoun**.

The following list contains the principal pronouns. Very soon you will become familiar with these forms and will have no difficulty in recognizing them as pronouns.

I	we	you	he	she	it	they
my	our	your	his	her	its	their
mine	ours	yours	him	hers		theirs
me	us					them

How many pronouns listed above can you find in the letter on page 212?

Select the pronouns in the following sentences. If the noun for which the pronoun stands is in the sentence, point it out.

1. Fred lent me his book.
2. The goblin threw its head at Ichabod.
3. Mary has recited her poem well.
4. Mr. Lee has brought his machine for us.
5. This book has its cover torn.
6. Every child should leave his desk neat.
7. The little children have brought their lunches.
8. The tramp fought with our dogs.
9. This book is for him and me.
10. He became ill last night.
11. I shall give mine to him.
12. We shall give ours to him also.
13. Mary thanked her for her kindness
14. Never tease your dog, John.
15. They seem happy today.
16. You asked us for our best work.
17. Into the street stepped she.
18. After her followed the children.
19. The children shared their lunches.
20. We came for our papers.
21. We shall see him and Mary tomorrow.
22. You should put your pen away.

REVIEW

Find three common nouns and two proper nouns in the sentences above. With what kind of letter are all proper nouns written? List eight common nouns from your compositions. Can you find a proper noun, also?

38. Using Pronouns Correctly in Oral Work

You have used your knowledge of nouns chiefly in your written work. Your knowledge of pronouns may be used in speaking as well as in writing. In your oral work you have learned to use the following pronouns. Do they now sound familiar to you? If they do not, practice them every day until they do.

1. It is *I* who likes candy.
2. It is *he* who plays marbles.
3. It is *she* who sings well.
4. It is *they* who are calling you.
5. Was it *she* who brought the flowers?
6. It must have been they *whom* you heard.
7. I would not go *if I were she.*

A mistake is often made when a noun and pronoun or two pronouns are used. Omit the noun or one of the pronouns and read the sentences. Are the following correct?

8. Grace and *I went.*
9. He and *I went.*
10. She and *I went.*
11. Grace, she, and *I went.*

It is easy to say correctly, *I saw her*, or *I saw him*, but do you always say:

12. I saw *her and him.*
13. I saw *her and them.*
14. I saw *Grace and her.*
15. They saw *Grace and us.*

You have learned to say, "Mother gave the apple *to me*," but have you learned to say:

1. Mother gave the apple *to Grace and me.*
2. Mother gave the apple *to her and me.*
3. Mother gave the apple *to him and me.*
4. Mother gave the apple *to them and me.*

Read the sentences above and on page 218 over and over again until they sound perfectly familiar to you, then fill the blanks in the following sentences with the correct pronouns:

5. Is it —— you wish to see?
6. Hand your papers to Grace and ——.
7. James and —— have seen the parade.
8. She sent Alice and ——.
9. We invited Mother and —— to the play.
10. The horse threw —— and me.
11. Alice and —— are going.
12. I would not go if I were ——.
13. The dog chased James and —— across the lot.
14. Fred and —— forgot our umbrellas.
15. —— and —— waited patiently for recess.
16. I gave the seeds to —— and Mr. Brown.
17. I am sure it was not ——.
18. Would you go if you were ——?
19. They bought gifts for Father and ——.
20. It could not have been ——.

After you have discussed with your teacher the correct forms to use in the foregoing sentences, copy them into your notebook and read them over every day until you are certain that you use these pronouns correctly.

39. A Contest in Pronouns

The Wolves and the Coyotes will have an excellent opportunity for a contest on the use of pronouns. Your teacher will give you many sentences like the following, with both correct and incorrect forms. Each pupil in turn, first from one team and then from the other, will repeat the sentence, giving the correct pronoun. Each correct answer will count one point. Of course you are showing good sportsmanship in these contests.

1. It is (*me, I*) who called.
2. Jane ran after her and (*me, I*).
3. (*I and Ned, Ned and I*) agree perfectly.
4. It was (*she, her*) who was on the stairs.
5. Is it (*him, he*) you called?
6. Jennie and (*she, her*) are going.
7. The crowd invited Mother and (*me, I*).
8. She said it was (*them, they*) who called.
9. Did you plan for Ted and (*him, he*)?
10. Did you see Tom and (*I, me*) on the street?
11. I should not feel that way if I were (*her, she*).
12. Was it (*him, he*) you meant?
13. Would you consent if you were (*I, me*)?
14. I will divide the candy between Alice and (*she, her*).
15. Did you give the money to Mary and (*he, him*)?
16. "No, no," cried the child, "it was not (*me, I*)!"
17. I saw Betty and (*they, them*).
18. Will you choose her and (*I, me*)?
19. They invited Mary and (*me, I*) to the party.

40. Another Exercise in Correct Speaking

Read thoughtfully the sentences that follow, until you can tell whether each word in italics refers to one or more than one person:

1. Mary is helping *her* sister.
2. Albert is in *his* room.
3. The box has lost *its* cover.
4. The girls are playing with *their* dolls.

Can you tell whether each word below in italics refers to one or more than one?

5. *Every one* is in *his* seat.
6. No one must leave *her* place.
7. *Everybody* has *his* book open.
8. Nobody failed to bring *his* share.

Learn:

The pronouns *his, her,* and *its* refer to the following words: *every one, no one, everybody, nobody.*

Read the following sentences, filling the blanks with *his*, *her*, *its*, or *their*. Remember that *his*, *her*, *its* refer to one person or thing.

9. Did any one lose —— pencil?
10. Nobody has forgotten —— part.
11. Has every one brought —— lunch?
12. I did not see any one who waved —— flag.
13. We did not hear anybody recite —— poems.
14. Nobody came to school without —— umbrella.
15. The book has lost —— cover.
16. The mouse had —— coat on.
17. The children had —— coats on.
18. Everybody wanted to express —— opinion.

19. Did any one tell —— story well?
20. Everybody wrote —— paper neatly.

Read three of your compositions carefully, underlining the pronouns *its* and *theirs*. Have you used each one correctly?

41. Using Pronouns Correctly in Written Work

Some pronouns will always be correctly written if they are correctly spoken. Other pronouns require special thought when you are writing them. Compare the following sentences. Are the words in italics used instead of nouns?

1. The dog has lost the dog's mother.
2. The dog has lost *its* mother.
3. I think it is my turn to recite.
4. I think *it's* my turn to recite.

In the second sentence *its* is used instead of *the dog's* and is clearly a pronoun. In the fourth sentence *it's* is the shortened for *it is* and is a contraction. When you see an apostrophe in *it's*, what do you know the word to be?

Read the sentences below until your mind and eye recognize the difference in use:

5. The cat is playing with *its* tail. (pronoun)
6. *Its* eyes are large and yellow. (pronoun)
7. He mended *its* cover nicely. (pronoun)
8. *It's* not time to go. (contraction)
9. Walter said, "*It's* raining." (contraction)
10. I think *it's* the one I lost. (contraction)

Fill the blanks in the sentences below:

1. When —— pleasant weather, we shall play outside.
2. The silk worm has spun —— cocoon.
3. I do not know —— name.
4. Now —— time to go.
5. Carry the baby to —— mother.
6. —— the last house on the street.
7. I do not believe —— wise to do that.
8. Mary says —— ten o'clock.
9. —— raining hard.

For seat work fill the blanks in the following sentences with the correct pronouns. Refer to Lesson 37, page 216, for the list of pronouns.

How He Got His Name

Sandy was a little yellow dog. —— ears hung down most of the time, but —— stood up sharply when you spoke to ——. —— hair was stiff and wiry. —— grew so thick around —— face and eyes that —— looked like whiskers. The first time I saw —— I said, "—— looks like a Scotchman. —— shall call —— Sandy." So that is the way —— got —— name.

Correct one another's papers. If in doubt, refer any question to your teacher. You may place your score on your graph card. Are you staying above the dead line? Are you staying *safely* above that line? If there is any doubt about it, confer with your teacher about more practice material.

42. A Play of Everyday Life

Conversation lessons may be made the most important work of the year. Your everyday conversation shows more than anything else how much you have really learned in language. It is important that you give careful thought to the way you express yourself as you talk going to and from school, at home, and on the playground. You will find that carrying on the right kind of imaginary conversation will also improve your English. Plan the following conversations as if they were scenes in a play.

1. A new pupil enters the school. During a test some of the pupils see him pass a paper. Only one pupil knows that this boy is not the one who cheated. The teacher, not having seen the affair, asks the innocent boy to stay after school. Plan the conversation that takes place among the children. Assign the parts.

2. A boy is to open a deposit in a savings bank. This is his first experience in a bank. Some one who has opened an account and made a deposit may take the part of bank cashier.

3. A boy is anxious to join the Boy Scouts. His father doesn't realize the value of the organization. The son gets a chum who is a Scout to explain the purpose of the organization and what it has meant to him. What questions will the father ask? What arguments will the son use?

43. Telling Your Own Experiences

Have you ever heard a group of people telling their experiences? You will notice that only the man who is a good sport tells jokes on himself. Some of the best stories are those which tell how one felt when he saw the joke was on him or how he felt when he was caught doing a cowardly or mean trick. Here is a story one sixth-grade boy told about himself:

Following the Sheep

When we were small boys, we used to play "Following the Sheep." Dad says big boys still play that game but in a different way. I think I did in a school I went to last year. One day one of the boys stubbed his toe and fell sprawling across a desk. I heard and saw the disturbance. Then one big boy in the room began to laugh. As usual I did as he did. Then I saw the pale face of Joseph, a crippled boy, as he tried to get to his feet. I didn't need the teacher's withering glance to make me feel cheap. There was nothing said, but I wished the floor might open up and swallow me.

Have you ever tried to make a good impression on some one, but made yourself ridiculous instead? Such an incident will make a good story. Perhaps you planned to run away. What you were thinking about at that time might make a funny story. Have you read how Tom Sawyer went to his own funeral and how

much he enjoyed having friends and neighbors weep over him? Perhaps a few years ago you were caught in some childish trick which proved to be very funny. If you tell how you felt at the time, it will add interest to the story. Make the experience a real one that you yourself have had.

When I Tried to Make an Impression
What Happened When I Neglected the Dishes
When I Tried to Be a Smart Aleck
How I Avoided Washing My Ears
When the Dog Told on Me

Plan your story carefully during study period. Write down your points so that you can tell them in the right order. This is what one girl wrote for an outline in preparation for her story of "Trying to Make Mother Sorry":

Sweeping dirt under the stove
My punishment
A plan to make mother sorry
Hiding in the attic
Time goes slowly
Becoming frightened
Going downstairs
How I was made sorry

This is the way she told her story in class:

TRYING TO MAKE MOTHER SORRY

To save time, I swept the dirt under the stove. Mother punished me by keeping me in all Saturday afternoon. My plan to get even was to make her sorry.

I hid in the attic, hoping she would think I had run away. No afternoon was ever so long as that one. I wondered why she didn't come to look for me. When dark came and the boards began to creak, I became frightened. At last I could stand it no longer and went downstairs. When I saw my chum leaving the yard with her dolls I was the one who was sorry for being so silly.

Before you begin to plan these stories, read the points in good story-telling given in the last part of Lesson 1. Probably your teacher will have you use these points in judging one another's stories and in making suggestions for improvement.

44. Telling Your Likes and Dislikes

Interesting stories may be made about things and people you like and dislike. Following are two such stories, both about the same subject. The first story is written just as a pupil told it in class. The other one shows how it was improved by the children of the class working together. Which is the better story? Can you tell what makes it better?

The Girl That Shows Off

Alice likes to show off. She brags about her rich uncle whose name is George. One day one of the boys asked her if she meant George Washington. Now she doesn't talk about him as much as she did.

THE GIRL THAT SHOWS OFF

Alice has an uncle who is the greatest man in the West. At least, that is the way she talks about him. She is always telling what Uncle George has done. One day one of the boys said, "Who is this wonderful Uncle George? Are you talking about George Washington?" I have noticed that Alice doesn't boast as much as she did.

A most uninteresting story can often be made into one worth while by changing a sentence here and there. All great story-tellers do this. For your story use one of these topics:

The Fun I Have Climbing Trees
How Jock and I Became Pals
What I Think about Dishwashing
Why I Enjoy Hiking
Why I Dislike Apple Pie
Why I Enjoy Our Radio
Why I Chose Dick for My Chum

45. Another Form of Direct Quotation

To prevent the conversation from becoming monotonous, a writer uses a variety of forms. Find in the sentences that follow: the quotation at the beginning of the sentence; the quotation at the end of the sentence; the indirect quotation. Why are no quotation marks used in the last sentence?

1. "It looks as if it would snow," said John.
2. John said, "It looks as if it would snow."
3. John said that he thought it would snow.

In the fourth form given the words that tell who is speaking are found in the middle of the quotation:

4. "It looks," said John, "as if it would snow."

Since the words *said John* divide the quotation in two parts, it is spoken of as a **divided quotation**. How many sets of quotation marks are used in punctuating a divided quotation? How are the words *said John* separated from the rest of the sentence?

Copy sentences 5 and 6, below. Remember to find the exact words of Robert and May and to inclose them in quotation marks. If the exact words are divided into two parts, two sets of marks are needed.

5. We did not know, said Robert, that you were coming.

6. We found several nests, said May, with eggs in them.

In the following sentences change the position of *said she* to make a broken quotation. Be careful to use commas and quotation marks correctly.

7. "When the weather vane pointed east, the people stayed at home," said she.

8. "The car stopped so suddenly that many people were thrown from their seats," she added.

9. She said, "When you have finished your work, you may go down the road."

Rewrite the following sentences, using divided quotations:

10. The boy's brother said, "The dog was so puzzled that he didn't know which way to go."

11. She asked, "Will they still be able to get their books if they are not bought today?"

12. "Shall I address it to Los Angeles, California?" asked John.

13. She said, "We are going to Grandmother's house for Thanksgiving dinner."

If you make more than two mistakes, you need more drill. You will find another exercise in the Appendix, pages 326 and 327.

46. A Quotation Relay Race

You may divide the class into two teams, the Wolves and the Coyotes. You may arrange yourselves in two lines as in other relay races.

The teacher will have written on the blackboard a list of sentences containing both direct and indirect quotations. The direct quotations will have all punctuation marks omitted. These sentences are to be punctuated correctly. The indirect quotations are to be changed to direct and correctly punctuated. Every indirect quotation changed to direct and correctly punctuated will count ten points. If the indirect quotation is correctly changed to a direct quotation but not properly punctuated, it will count

only five points. If a team punctuates correctly a sentence that the opposing team could not punctuate, it will gain five additional points. The punctuation of a divided quotation will count five points, and of a direct quotation five points. In preparation for the relay race, make the following quotations direct and punctuate them correctly:

1. Sam said that he might wait another day.
2. I thought to myself that this would never do.
3. She called to the child to hold on like grim death.
4. Babe Ruth replied that he had played ball ever since he could remember.
5. They asked him why I didn't stay for the play.
6. She said that we owe our knowledge of corn to the Indians.
7. John asked me to give him the knife.
8. John whispered to Mary that her answer was wrong.
9. Grace thought that it was time to go.

47. A Dictation Exercise

Learn to write the conversation on page 232 from dictation. Study it in this way:

Learn to spell the difficult words.
Give the reasons for all capital letters.
Give the reason for every comma.
Give the reason for the closing mark of every sentence.
Explain why the apostrophes are used.
Explain the use of the quotation marks.
Explain why each speech is indented.

THE FOOLISH MAN OF GOTHAM

The sheriff met a man who was carrying a door on his back.

"What are you doing?" he asked.

"I am going on a long journey," said the man of Gotham.

"But why do you carry that door?" asked the sheriff.

"I left my money at home," was the man's reply.

"Then why didn't you leave the door at home, too?" was the next question.

"I was afraid of thieves," explained the man. "If I have the door with me, they can't break it open and steal my money."

"It would be safer for you to leave your door at home and carry the money with you, you foolish fellow!" exclaimed the sheriff.

"Ah, would it? I never thought of that," replied the man of Gotham. "You are the wisest man I ever saw."

For practice, make sentences containing quotations of every variety, with the quotation marks and other marks of punctuation omitted. Exchange papers with your neighbor. Your neighbor may put in the punctuation marks, and return the paper for you to grade. If there is any doubt as to who is right or wrong, bring the question before the class. If you need additional drill, find a suitable exercise in the Appendix on pages 325 to 329. When you have finished your exercise, have a classmate correct it for you.

48. Explaining How Something Is Done

One Way to Obtain Electricity

Take a strip of ordinary paper about twelve inches long and three inches wide and fold it lengthwise. Take hold of the double strip by each end and hold it over a stove or in front of a hot fire until it is at just the scorching point. The greater the heat, the more electricity will be developed. Still holding the strip by the ends, rub it quickly on a piece of woolen cloth previously warmed and stretched over the knee. The rubbing must be rapid, and lengthwise of the paper. After a short rubbing, raise the strip of paper with one hand. Be very careful not to let the strip of paper touch anything. Then, without delay, hold the end of a key near the middle of the strip of paper. A bright spark will jump with a slight crackling sound from the paper to the key. Since the paper loses all the electricity through the key, to get another spark the same process must be performed again.

When you write directions for some one to follow, be careful to give the exact order in which the things are to be done. Make your sentences short and clear. When you follow directions, first read them through to the end in order to get a general idea of what is to be done. Get your materials ready, then read one sentence at a time, doing each part exactly as you are told. If the directions say to use two hands, use two hands; or if you are to use one

hand, plan which hand will be the most convenient to use.

Can you get the spark of electricity as directed?

Now plan an experiment or trick that you think some member of your class would enjoy performing. Write the directions and give them to a classmate to carry out. If he is successful in performing the experiment or trick, it will prove that the directions are clear.

49. Telling Riddles

Do you enjoy making riddles for your classmates to guess? This time tell what the object is by explaining how it is made. Can you tell what is being described in this paragraph?

> I am made of two poles, an old coat, a hat, and straw enough to stuff out the coat. An upright pole stuck into the ground holds me up. A shorter pole, which is fastened crosswise on the tall pole near the top, gives me my two arms. When my coat is buttoned over the straw and my cap is in place, I feel that I am as fine a —— as ever lived.

Observe that the writer of the paragraph first tells about the materials of which the object is made and then how it is put together. The following lists may suggest subjects for your riddles, but it will be much more interesting

for your classmates if they are surprised and have to use their wits to guess the riddle.

toys of all kinds	weather vane
book cover	penwiper
mouse trap	tool

OPPORTUNITY WORK

A collection of such riddles written by a group of children would amuse younger children on a rainy day or would help a child who is ill to pass the time happily.

50. Telling Another Person's Story

Some of our most successful authors tell us that, in learning to write, they received much help from reading the works of great writers and then trying to state the same thoughts in their own words. Such an exercise will give you many different expressions and add many new words to your vocabulary. You will also have practice in using complete sentences. Can you think of any other benefit you might receive from such a lesson?

Study this story until you are able to tell it interestingly and clearly to the class. This means to practice using the unusual words, to practice pronouncing distinctly words ending in *ing*, *ed*, and *t*, to search out such troublesome words as *lay* and *thrown*, and to look

especially for clear ways of telling every part of the story.

Robert Bruce and the Spider

Once there was a king of Scotland named Robert Bruce. The king of England was at war with him, and had led a great army into Scotland to drive him out of the land. Six battles had been fought, and six times Bruce's men had been defeated. Now his army was scattered and he was in hiding.

One day he wandered into a cave. As he lay on the ground listening to the rain, it seemed to him there was no use to try to do anything more. Looking up, he saw a spider getting ready to make her web. Six times she tried to throw her thread from one rock to another, and six times she failed. But the spider did not give up with the sixth failure. She made ready to try a seventh time. Bruce watched her intently. "If she succeeds this time, I, too, will try again," he said to himself. Again the spider threw its thread, and this time it reached the rock safely.

Bruce arose and started out to gather his scattered army together. In a little time he was able to encourage his disheartened people, and in less than a year a larger and better army was formed. Then another battle was fought, and this time Bruce was victorious.

Can you add variety to the class work by telling an original story about some one who has failed once, but who has been urged to try again and has finally succeeded?

51. The Verb

Earlier in the year what did you learn about the parts of every sentence? What part of speech is the subject in each of the sentences below? What word could you use in the place of *John?* What part of speech is the substitute word? Read the second sentence, using a pronoun for the subject.

1. John ran.
2. Birds sing.
3. Helen sits.

If you are to get the best out of life, you must use your own language correctly and effectively. The principal word in the predicate is perhaps the most important thing to understand in order to speak correctly. Are you not curious to know about this new part of speech? It is that part of speech which is said to cause one-half of all the mistakes that children make in English.

This lesson will teach you about words that express action. When you hear the words *jump*, *run*, *climb*, what pictures come to your mind? These words are used in sentences to show action. They are **verbs**. Every predicate contains a verb. The verb in each of the following sentences shows action. Find the verb by looking for that kind of a word.

1. The boy ran quickly to first base.
2. The captain of the regiment carried a sword.
3. The tallest clown won the race.
4. The hermit told us the story of his life.
5. A large branch fell from the trees.
6. High on the shore sat the fisherman.
7. The eagle swooped down on the young lamb.
8. After clouds comes clear weather.
9. Tropical flowers grew in that yard.
10. Down the long street marched the victorious army.
11. Those two boys played in the game.
12. Beside the river Dee there lived a miller.
13. They came from the cornfields.
14. A wealthy old man lived by himself.
15. The man lifted the medal from its case.
16. Mary touched the child gently.

52. Verbs That Do Not Express Action

There are some verbs that do not express action; as, *feel*, *seem*, *is*. There are not many of these verbs, so you will soon become familiar with them. Read the following sentences carefully. The verbs are in italics. Notice that they do not express action, but they do help to say something about the subject. They express being or condition.

1. She *feels* well.
2. The grass *seems* dry.
3. The child *is* happy.
4. They *were* rich.

In the sentences below, name the whole predicate, then the verb, which is sometimes called the simple predicate:

1. The day is warm.
2. I am happy.
3. We are cheerful.
4. A whale is not a fish.
5. The oranges are ripe.
6. You are my brother.
7. My dog is a setter.
8. The song is sweet.
9. He is a brave man.
10. Harry felt ill.
11. The apple is red.
12. I am your friend.
13. She has my ink.
14. The view is grand.
15. They have the books.
16. This is the story.
17. Everybody has a pen.
18. The bird seems alive.
19. She became a nun.
20. That face is familiar.

You are now ready for this definition:

A verb is a word that expresses action, being, or condition.

53. The Verb Phrase

Frequently a verb consists of more than one word. Read the following sentences, noticing that two words are required to express the action:

1. The fairy *has dropped* her wand.
2. Clouds *have hidden* the sun.
3. This house *was entered* last night.

When the verb is a group of words, it is called a **verb phrase.**

Name the verbs in the following sentences. If the verb consists of more than one word,

call it a verb phrase. Remember that some verbs do not express action.

1. Cinderella sat by the kitchen fire.
2. The children were shouting at play.
3. The grass has covered the walk.
4. Out came the stars.
5. Children have listened to those stories.
6. We like chocolate candy.
7. Suddenly a soft strain of music sounded.
8. The cornfields were glowing in the sun.
9. He had fought his way unaided.
10. I shall choose John for my partner.

Find the complete predicate and the complete subject in sentences 3 and 5. Find the simple predicate in sentences 2 and 8.

Select the verb in each sentence of one of your compositions. If there is no verb, there is no predicate and the sentence is incomplete.

54. Some Trouble Makers

The verbs that cause the greatest trouble are the following:

see (saw—has seen)
do (did—has done)
(doesn't—don't)
come (came—has come)
go (went—has gone)
run (ran)
sit (sat)
lie (lay—lain)
give (gave—has given)
begin (began—has begun)
drink (drank—has drunk)
ring (rang—has rung)
write (wrote—has written)
take (took—has taken)
break (broke—has broken)
sing (sang—has sung)

Perhaps by this time you have realized the great importance of mastering the correct use of these verbs. The only way to be sure whether or not you need more practice is to test yourself. Use the following sentences for a test. If the score you place on your graph sheet is below or even near the dead line, you need more practice. Make a list of the verbs upon which you need the most practice. Find a drill exercise in the Appendix or make one for yourself.

Read the following sentences, choosing the correct words from those in parentheses. There are other troublesome words besides verbs in these sentences:

1. Have you (*ate* or *eaten*) your breakfast?
2. James (*rang* or *rung*) the bell.
3. He (*saw* or *seen*) the excursion start.
4. He (*done* or *did*) his very best.
5. Has the bell (*rang* or *rung*)?
6. We have (*saw* or *seen*) it many times.
7. I didn't do (*anything* or *nothing*).
8. Have you ever (*drank* or *drunk*) spring water?
9. (*May* or *can*) Alice go with me?
10. The dog is (*lying* or *laying*) on the steps.
11. Any one who was perfect may raise (*his* or *their*) hand.
12. Jack (*did* or *done*) the work as well as he could.
13. Bess (*run* or *ran*) as fast as she could.
14. Has he (*come* or *came*)?
15. Baby (*doesn't* or *don't*) know any better.
16. Have you ever (*sat* or *set*) in this seat?
17. Ned (*come* or *came*) all the way by himself.

18. Will some one bring (*his* or *their*) knife?
19. I didn't see (*nobody* or *anybody*).
20. My coat has (*lain* or *laid*) on the grass all night.
21. Please (*let* or *leave*) me do it.
22. The man works (*like* or *as if*) he meant to finish tonight.
23. Have you ever (*rode* or *ridden*) in an airship?
24. Mother (*learned* or *taught*) baby to drink from a glass.
25. She (*use* or *used*) to be in my class.
26. I (*may of* or *may have*) done it.
27. He (*let* or *left*) go his hold on the boy.
28. Mary (*ought not* or *hadn't ought*) to use her eyes.
29. Have you (*brung* or *brought*) my cap?
30. Will you (*sit* or *set*) the cup in the saucer?

55. Other Trouble Makers

There are other difficult words that are trouble makers, but they make trouble in a different way. You should work on these words also.

Read the following sentences and make a list of verbs that are used when you are talking about one thing; when you are talking about more than one thing.

1. The girl is here.
2. The girls are here.
3. The boy was working.
4. The boys were working.
5. The dog has a shaggy coat.
6. The dogs have shaggy coats.
7. You are the one to go.

8. You boys are to lead the parade.
9. You are the girls to make the costumes.

Learn:

Is, was, **and** ***has*** **are used with singular subjects.**
Are, were, **and** ***have*** **are used with plural subjects.**
Are, were, **and** ***have*** **are used with** ***you.***

In the following sentences decide whether the subject is singular or plural, then fill the blank with the correct verb. What verbs are always used with the pronoun subject *you?*

1. The children —— playing tag. (*was* or *were*)
2. They —— never done this before. (*have* or *has*)
3. After Christmas they —— going away. (*are* or *is*)
4. —— you glad to see him? (*was* or *were*)
5. Her sister —— made a new dress. (*has* or *have*)
6. The boys —— running races. (*was* or *were*)
7. The birds —— singing loudly. (*is* or *are*)
8. The pupils —— answered every question. (*has* or *have*)
9. The fruit —— hanging from the trees. (*was* or *were*)
10. The little girls —— playing dolls. (*is* or *are*)
11. The snow —— covered all the ground. (*has* or *have*)
12. The weather vane —— pointing north. (*is* or *are*)
13. The waves —— dashing upon the shore. (*was* or *were*)
14. The flowers —— blossomed early this year. (*has* or *have*)
15. (*Was* or *were*) you helping Mother?
16. What story (*was* or *were*) you telling?

OPPORTUNITY WORK

Those who do not need practice on these sentences might make a play to help those who do need practice, or to give before the children in the fifth grade. The play might be based on the story of Pandora which you probably know.

56. Using Forceful Verbs

Read these two paragraphs and decide which gives you the clearer picture of lively actions.

A Runaway

Down the street ran the frightened horse with the buggy swaying dangerously behind him. Alarmed by the clatter of hoofs, people moved to safe places. Some went to the nearest doorsteps. Others got behind lamp posts. Only one man kept his ground. As the horse went around the corner, a policeman ran out and took him by the bit. Little by little, with the heavy weight hanging at his head, the horse slowed down, then stopped. The runaway was conquered.

A Runaway

Down the street dashed the frightened horse with the buggy swaying dangerously behind him. Alarmed by the clatter of hoofs, people rushed to safe places. Some fled to the nearest doorsteps. Others dodged behind lamp posts. Only one man stood his ground. As the horse tore around the corner, a policeman leaped out and seized him by the bit. Little by little, with the heavy weight hanging at his head, the horse slowed down, then stopped. The runaway was conquered.

The chest of troubles

In the first paragraph the verb *ran* tells what the frightened horse did. Does the verb *dashed* in the second paragraph express any livelier motion? Which verb expresses greater feeling, *ran* or *fled?* Do you get the same impression from *got behind lamp posts* and *dodged behind lamp posts?* What is the difference? Compare the other verbs in the two paragraphs. Which express action and in addition tell you how that action was performed?

Choose, from the list of words below, a verb that will more nearly express the thought in the sentences that follow. Does it make the sentence any livelier?

crept	lingered	rushed	crawled
dripped	darted	sped	trickled
glided	hurried	leaped	loitered
flashed	bounded	hastened	fled

1. The cat walked along the fence after the bird.
2. The rain fell from the eaves.
3. The stream flowed through the meadow.
4. The boy stayed in the woods.
5. The lightning came from the clouds.
6. The children went out to play in the snow.
7. Mary went to the window to see the passing fire engine.
8. The boy went after the doctor.
9. The wild horse ran over the plain.
10. John jumped easily to the grass.
11. The car went slowly up the hill.

Take one of your compositions from your folder and look for the verbs. Can you change any of the verbs and make the composition more lively? Read your composition first with the changes and then without them so that the class members may judge which words are the more expressive.

57. More Possessive Plurals

Find on page 188 nouns whose plurals do not end in *s*. How do you write the possessive forms of such nouns? (See Lesson 20.)

Fill the blanks in the following sentences with the words in italics, making them show ownership. Be careful to put the apostrophe in the right place.

1. —— hats will be sold next week for three dollars apiece. (*men*)
2. Did you put the —— Christmas gifts in their stockings? (*children*)
3. The —— nest was made from pieces of paper. (*mouse*)
4. Did you go to the sale of —— shoes? (*women*)
5. The —— house was sold yesterday. (*man*)

The expressions below do not exactly show ownership, but apostrophes are always used; as, *a man's work, a woman's wages, a day's trip, a year's growth.*

Study carefully the expressions listed below, Learn where the apostrophes are placed Write them from memory.

Singular	Plural
a year's work	two years' work
a moment's delay	many moments' delay
an hour's time	three hours' time
a day's wages	two days' wages
a week's trip	three weeks' trip
a man's work	two men's work

Fill the following blanks with the correct form of the word in parentheses:

1. The three —— delay made John late for his train. (*hour*)
2. The man received a —— wages for his work. (*day*)
3. Are you going for a —— trip? (*week*)
4. His —— salary was spent in eight months. (*year*)
5. Just a —— delay saved his life. (*moment*)
6. —— wages are higher than —— wages. (*men; women*)
7. The —— books were on their desks. (*girls*)
8. Have you seen the —— new coats? (*ladies*)
9. A seven —— war would ruin the country. (*year*)
10. She sent me a —— subscription to *Everybody's Magazine*. (*year*)
11. Did you see the —— nest? (*mouse*)
12. The —— food is scarce this year. (*deer*)
13. People will have plenty of money if the —— crops are good. (*farmer*)

14. The —— baseball gloves were ruined by the rain. (*boy*)

15. The —— feet were bruised and bleeding from their long march. (*soldier*)

16. After the —— hunt, the horses seemed tired. (*day*)

17. Her —— advice was very good. (*mother*)

18. Their hats blew over the fence into the —— yard. (*neighbor*)

Correct your work and record your results in a graph as you did in Lesson 21. Do you need extra practice? If so, work an exercise found in the Appendix, page 333.

58. Celebrating Washington's Birthday

Would you not like to plan a celebration for Washington's birthday, inviting another class or perhaps your parents to be your guests? There are a great many things that you can do to make the preparation worth while and the event enjoyable.

Should you like to have a story-telling contest in which you tell patriotic stories about such great men as Washington? Since wars are so terrible, perhaps you had better tell some thrilling event which is not concerned with war. In order to get ready for this contest, you may need to do a great deal of outside reading, the kind grown-ups call *research*.

If your topics are too big, like "Washington's Boyhood," your story will not be interesting, for you cannot tell enough about any one topic. Stories that are used for a contest must, of course, be short in order to allow time for each one on both teams to take part.

Do these topics suggest others?

Washington's Experience in Surveying
Washington's Inauguration
Betsy Ross and the First Flag
Mt. Vernon in Washington's Day

59. A Washington's Birthday Play

There are many plays that you may make about Washington's life. Perhaps the most interesting will be about making the first flag.

In planning the play you will need to discuss the following points:

The need of a flag
The committee appointed by Congress to see about a flag
The hunt for a seamstress to make the flag
An interview between Washington and Betsy Ross
Making the flag
The completed flag

You will also need to plan the scenes, the number of characters, and the conversation.

On pages 251 and 252 is a suggestion for the first scene. You may complete the play.

Making the First Flag

Time: Summer of 1776
Place: Independence Hall, Philadelphia

Characters: Robert Morris, Colonel George Ross, George Washington

Scene 1

Robert Morris (*to Colonel Ross*): Ah, here is Washington now. (*Turning to Washington*) You are the person we were talking about. We need your advice. You perhaps know that Congress appointed Colonel Ross and me to see about planning a flag for our new country and about having it made.

Colonel Ross: Of course, we do not want it at all like the British flag. Can you think of any design that would be of real significance to our thirteen colonies?

Washington: Thirteen colonies! You have given me an idea. Why not have a flag of thirteen stars, one to represent each colony? No. I have a better idea. (*Drawing a paper and pencil from his pocket*) Thirteen stripes and thirteen stars! Let us keep the stripes permanent, one for each colony. If other states join us later we can add a new star, but the thirteen stripes will represent the struggles of the brave thirteen colonies. No! No! They must never be changed.

Robert Morris: You have given us an excellent suggestion. What colors shall we have?

Washington: Stars must always be white on a field of blue, just like the sky.

Colonel Ross: Why not make the stripes of red and white? What say you?

ROBERT MORRIS: That will make a flag of which our people will be proud. If I mistake me not, we shall need one this season to keep our brave people together. We should not delay a day. We must have something to recommend to Congress by the midweek. Where shall we find an able seamstress to carry out these excellent suggestions?

COLONEL ROSS: Betsy Ross, my brother John's widow, has the reputation of being an excellent seamstress. Let us proceed at once to her upholstery shop. Come, Washington, with us. You shall tell her your ideas and she will make a beautiful flag for our beloved country.

For scene 2, plan the conversation between Washington and Mrs. Ross. Will you include in your play the scene when Colonel Ross and Robert Morris go to Congress and display the model which Betsy Ross made? How will you make a strong ending?

60. Notes of Invitation

You may write a letter of invitation to your guests for the Washington Birthday celebration. Be sure to mention the necessary details in their right order.

After you have determined on the best arrangement and wording for your letter of invitation, it will be well for you to learn the difference between a formal and an informal invitation. Instead of a letter with a heading

as in all friendly letters, sometimes brief notes are written on correspondence cards or small paper. This is a commonly accepted form:

Dear Miss Babcock,

I am inviting a few friends to my home Friday evening, February twentieth, to meet some guests from Springfield. I hope you will be able to come.

Affectionately,

Helen Simmons

900 South Boulevard
February fifteenth

How does the informal note differ from a letter in arrangement?

If you had planned to have a large formal affair, like a grown-ups' reception, your invitations should be formal and read as follows:

Miss Helen Simmons requests the pleasure of Miss Louise Babcock's presence at a reception, Friday afternoon, February twentieth, from four to seven o'clock.

900 South Boulevard
February fifteenth

You might make believe that your Washington Birthday celebration is going to be a formal affair. How would you word your invitation? If you change your invitation to an informal note, how will you word it?

61. The Adjective

Which of the following paragraphs brings a clearer picture to your mind?

Sam was a doll. His head was of satin from a gown. His stomach and legs were of velvet, the last of a wrap.

Sam was a handsome rag doll. His head was of lovely cream satin from an old evening gown. His round fat stomach and short plump legs were of rich blue velvet, the last of a lovely Paris evening wrap.

What words have been added to the nouns *doll*, *satin*, *gown*, *legs*, *velvet*, and *wrap* to make the picture clearer? Words that are added to nouns to describe the object are **adjectives.** We say that adjectives *modify* nouns. Adjectives are the picture words of our language. As you have seen, they help us to make pictures that others can see in their minds as easily as we can see pictures with our eyes.

In the following sentences the nouns are in italics. Find the adjectives that are used with these nouns to modify them.

1. Mary has smiling *eyes*.
2. We have new *books*.
3. Brave *men* make good *soldiers*.
4. She tells charming *stories*.
5. Sweet *apples* please me.
6. Mary likes red *roses*.
7. Heavy *rains* make good *crops*.

8. John chooses jolly *friends*.
9. Out came happy *children*.
10. Mother bakes delicious *bread*.
11. *Lions* are strong.
12. *Martha*, sweet and smiling, offered to help.

Did you have difficulty finding the adjectives in sentences 11 and 12? These sentences show that adjectives sometimes follow nouns.

Find the subject and the predicate in the first five sentences in the preceding list.

Name the part of speech of every word in sentences 2 and 4, page 255.

The following sentences are uninteresting because they bring to our minds no clear-cut pictures. Make them more interesting by the use of adjectives. When the sentences have been read in class, you may decide which pupil made the most interesting ones.

1. Eyes shine.
2. Boys win races.
3. Dogs growl.
4. Boys play ball.
5. Mothers tell stories.
6. This is my pony.

From the following list of adjectives choose those that you think will best modify the nouns in the third list and use them in sentences:

Adjectives		Nouns
pleasant	cheerful	accident
white-haired	tired	grandmother
good-looking	charming	day
honest	terrible	debts
just	angry	man

62. How Adjectives Modify Nouns

Adjectives add to the meaning of nouns in other ways than by describing the thing named. In the sentences that follow, one adjective points out, another tells how many, two more show ownership, and one describes. Can you find each one and tell what it does?

1. These two silver dollars were lost.
2. His house was burned.
3. My sister saw you.

You did not have any difficulty in deciding that *these* modifies the noun *dollars* by pointing out; that *two* modifies *dollars* by telling how many; that *silver* modifies *dollars* by describing. *His* usually does the work of a pronoun but here it shows ownership of the noun *house*. Since it modifies *house*, would you not call it an adjective? *My* does the work of a pronoun and an adjective as well, for it modifies the noun *sister* by showing ownership. Since these words modify nouns, you may call them adjectives.

An adjective is a word that modifies a noun.

In the following sentences find the nouns first, then the adjectives that modify them:

1. Jason brought the golden fleece.
2. Little Alice climbed to his knee.
3. The glasses were on top of Grandfather's white head.
4. Those queer people live in Guam.

5. That is her flower garden.
6. The robbery took place in this secluded spot.
7. A soldier, brave but gentle, carried the child.
8. Each day brings its own duties.
9. Mother attended the sale of children's shoes.
10. That pony threw every boy.
11. Before her stood the fairy queen.
12. Many pupils bring their lunches.
13. Beyond was the gentle slope of a hill.
14. We shall have vacation for two days.

63. Speaking Correctly

Have you ever heard people say, "That was a *funny* accident"? Do you think they really meant it was *funny*, or that it was *queer?* Many people use *awful* to describe anything of which they disapprove. *Fine*, *fierce*, *grand*, *dreadful*, and *nice* are other adjectives which are often used incorrectly. Learn to use adjectives which have the right meaning. If you are not certain about the meaning of a word, look for it in the dictionary.

What adjectives would you use to describe to your mother the following topics? Select them from the list on page 259.

A day in school when you were tardy, lost your pencil, whispered, and were kept after school
A friend's new bicycle
A football game in which your side won
A snowstorm
A friend's new dress

An accident which you saw
An old soldier who addressed your class
A Christmas play which your classmates gave

LIST OF ADJECTIVES

disagreeable	up-to-date	fierce	hard
unpleasant	handsome	lovely	victorious
pretty	favorite	kind	successful
beautiful	attractive	exciting	mighty
expensive	dreadful	interesting	expensive
strong	terrible	close	splendid
modern	horrible	lucky	fortunate

Below are some adjectives describing traits of character which boys and girls admire most. These were chosen by pupils of your grade. Add any others that you may think of.

honest	cheerful	persevering	resourceful
reliable	sensible	enterprising	practical
trustworthy	faithful	truthful	courageous

Write a description of some animal without giving its name. Choose your adjectives carefully, making them express exactly what you mean. Perhaps these beginnings will suggest others:

He was the most ungainly creature on the farm.

Two bright eyes gave me a puzzled glance from the corner of the shed.

I am thinking of the most agile animal of the woods.

Coming down the trail was the most awkward, clumsy creature.

64. Using Descriptive Words in a Story

The following story shows you how useful adjectives are in writing and speaking. List all the adjectives that help to bring to your mind a picture of the baby moose. List the adjectives that tell about the kingfisher. What adjectives help you to see what kind of day it was?

You may do team work in telling the story. First make an outline. There should be as many members on all the teams as there are topics in the outline. First one team will tell the story, then another, and another, until every team has finished. Then you may select an all-star team to tell the story to the children in the fourth grade.

Stilty Legs, the Young Moose

If there ever was a queer looking creature, it was Stilty Legs, the baby Moose. He was just three days old, and, as he stood beside his mother, his long, rickety, loose-jointed legs made him appear as if he were standing on stilts. His big ears and long, broad nose added to his odd looks, and his sloping body and little stub tail gave him such an awkward, sawed-off appearance that any one who saw him would have laughed.

Just the same, Mother Moose was proud of Stilty Legs as she took him for the first time to the big lake. They waded into the shallow water, where

Mother began to nibble at the dainty lily pads. Just then there came a queer chatter from the branch of a dead tree near by. Stilty Legs was all curiosity, so he left his mother's side and wobbled over to see what the racket was all about. There on a branch of the tree was Pompadour Kingfisher, who seemed to be angry about something. Little Stilty Legs pricked up his big ears the better to hear what Pompadour had to say.

"You get right out of here," scolded the angry bird. "You are spoiling my fishing. Who are you anyway?"

"I'm Stilty Legs," replied the baby Moose timidly, "and that's my mother over there. I'll tell her what you say."

So Stilty Legs went back splashing through the shallow water and lily pads to his mother's side.

"O Mother! That little bird is scolding because we have spoiled his fishing and he wants us to get right out of here."

Big Mother Moose raised her head and, as she munched away on a broad leaf, took one look at the chattering Kingfisher. Then, as though the matter was of little importance compared to the delicious lilies, she lowered her head again and went on eating.

But Stilty Legs was not content to let the matter drop and at once went back to the fussy little chatterer.

"My mother is busy just now, little bird," he said, "but we'll soon be moving on and then you can go back to your fishing. I want to run along anyway and play in the woods."

"Oh, you'll have a chance to play all right," said Pompadour. "Just wait until Nipper, the Timber Wolf, sees you and he'll make you play faster than you want to."

"Oh, but I always stay with my mother," replied Stilty Legs, "and she can protect me from all harm."

"I don't know about that," said Pompadour. "Wolves sometimes travel together in packs, and they are very fierce."

When Stilty Legs went back to his mother, he tried to get her to tell him all about the fierce timber wolves of which Pompadour had spoken. Her only reply was a deep snort which told him plainly that no animal could harm him as long as his mother was near. This seemed to comfort Stilty Legs, and as they left the lake and again entered the big forest he wobbled around like a playful kitten.

Any mother would have been glad to take her baby out for a walk on such a day. The warm spring sun shone down unto the forest, coaxing the little forest people to come and play in its pleasant glow. And come they did. Stilty Legs saw Chirpy, the Red Squirrel, rushing to and fro as though he had not a moment to lose; then he caught a glimpse of the little white-tail rabbit bounding away through the brush, while many happy birds flitted among the trees and sang gaily.

"My, what a big, happy world this is!" said Stilty Legs, as he looked about with eager eyes and sniffed the sweet forest air. And Mother Moose rubbed her big homely nose against her baby's nose, as if to say that she, too, was happy on this glorious spring day.

65. Poem Study

Have you ever heard two people describe the same thing in opposite ways? If you enjoy winter, you will probably describe it as an interesting season. But if you dread it, your description will be quite different, especially if you have a large vocabulary with the right adjectives at your tongue's end. The two poets who wrote the following poems tell how they felt about the ocean. Notice the difference in viewpoint.

Storm Song

The clouds are scudding across the moon;
A misty light is on the sea;
The wind in the shrouds has a wintry tune,
And the foam is flying free.

Brothers, a night of terror and gloom
Speaks in the cloud and gathering roar;
Thank God, He has given broad sea-room,
A thousand miles from shore.

Down with the hatches on those who sleep!
The wild and whistling deck have we;
Good watch, my brothers, tonight we'll keep,
Whilst the tempest is on the sea!

Though the rigging shriek in his terrible grip,
And the naked spars be snapped away,
Lashed to the helm, we'll drive our ship
In the teeth of the whelming spray!

Hark! how the surges o'erleap the deck!
Hark! how the pitiless tempest raves!
Ah, daylight will look upon many a wreck
Drifting over the desert waves.

Yet, courage, brothers! we trust the wave,
With God above us, our guiding chart.
So, whether to harbor or ocean-grave,
Be it still with a cheery heart!

— Bayard Taylor

A Life on the Ocean Wave

A life on the ocean wave,
A home on the rolling deep,
Where the scattered waters rave,
And the winds their revels keep!
Like an eagle caged, I pine
On this dull, unchanging shore:
Oh, give me the flashing brine,
The spray and the tempest's roar!

Once more on the deck I stand
Of my own swift-gliding craft:
Set sail! farewell to the land!
The gale follows fair abaft.
We shoot through the sparkling foam
Like an ocean-bird set free;
Like the ocean-bird, our home
We'll find far out on the sea.

The land is no longer in view,
The clouds have begun to frown;
But with a stout vessel and crew,
We'll say, Let the storm come down!

And the song of our hearts shall be,
While the winds and the waters rave,
A home on the rolling sea!
A life on the ocean wave!

— Epes Sargent

Which poem shows more love for the sea? Which poet dreads a terrible storm? Why does the poet say that he is glad he is a thousand miles from shore when the storm breaks? How does the man who steers a sailboat manage to stick to his post in a terrible storm? Would you rather make your home on sea or on land? Tell your classmates why, in the best paragraph you can make.

List the forceful expressions, both adjectives and verbs, which help you to get a picture of the ocean, placing in one list those which show the ocean as lonely and terrible. On the other side of the paper list the expressions in the other poem which give a cheerful, beautiful picture. Are any of these words opposites, as: *sad, gay?*

OPPORTUNITY WORK

Perhaps those who have time should like to paint with words two pictures about the same thing, using opposite points of view. If you wish, you may try to paint your picture in verse. Your teacher will help you.

66. Gathering Information from Stories

Much valuable information concerning the work of the world may be obtained in a pleasant way through reading stories. Ability to gather information from the stories and arrange it for use in your geography or history work is worth acquiring. When you read the following story, try to gather information on these three topics:

A Gold Miner's Outfit
The Entrance to a Gold Mine
The Inside of a Gold Mine

A Gold Mine

Frank and George Morton lived with their father and mother in a small town in California. Their father was manager of a gold mine, and the boys had often waved good-by to him at the mouth of the shaft as he stepped into the cage to go down into the mine. Ever so many times they had begged to go with him, but Mr. Morton had never thought it wise to take them. Later, however, on Frank's twelfth birthday, he had decided that they should accompany him on his visit to a new seam that had just been opened. The boys felt very proud when they were ready to go, each in a miner's outfit of overalls and jumper, with a miner's cap and light to make it complete.

The cage was something like a crude elevator. The boys had seen it so many times that they were not a bit afraid to step in, but when they began to go down, and the walls of the shaft seemed to fly

upward, their hearts beat faster and faster and they fairly gasped for breath.

When they finally reached the bottom, they were told to sit on a bench for a few minutes until their eyes became accustomed to the dim light. They saw several tunnels extending away into the darkness, and here and there the twinkle of a miner's lamp as he passed back and forth. They heard a rumble, and, looking in another direction, saw a small car filled with ore and drawn by a mule. "This mule," said a man, "has never been out of the mine."

Their father was now ready to go, so they started along one of the passageways. Overhead and at the sides were the heavy timbers that kept the mine from caving in. They followed this passageway for a short distance, then turned to the left into another tunnel. This was not braced, but their father explained that the rock was so hard that there was not the least danger of a cave-in. As they went on, turning here and there, the passages became more crooked and irregular, making the boys fear they would never get back. At last they saw a dim light ahead, and in a few moments they reached the spot where the men were working. A new strike had just been made, and the miners were drilling out enough ore to test for richness. The boys were allowed to use the hand drills and to take home the pieces of ore they cut off.

When it was time to set off blasts, Mr. Morton and the boys retraced their steps to the foot of the shaft. The boys were not sorry to reach the light, though it hurt their eyes badly for a few moments. They were delighted with their first trip into the mine.

Your problem is to plan a brief account of gold mining, suitable for a geography class. You may use only the information you get from this story, or you may add to the interest by gathering more material from any source that may be within reach. Try to keep to the three topics mentioned. If you wish, you may confine yourself to one topic, enlarging it with material which you will gather by yourself.

67. Correct Usage

From this list choose the correct words to use with *has* and *have*, and be ready to use them in good sentences. Make six of your sentences interrogative. Make two exclamatory.

showed	begun	seen
written	froze	ate
ran	taken	did
broken	chose	gave
chosen	saw	run
drank	grew	ridden
given	broke	gone
laid	done	sang

Read these sentences, choosing the correct word from those in parentheses:

1. It (*doesn't* or *don't*) make any difference.
2. I haven't (*any* or *no*) more.
3. It was (*she* or *her*) who brought the flowers.
4. It was Jack who (*done* or *did*) it.

5. There (*are* or *is*) many flowers in bloom now.
6. John (*hadn't ought* or *ought not*) to go.
7. (*May* or *can*) I sit with Harold?
8. Dick (*let* or *left*) his coat (*laying* or *lying*) in the yard.

68. Sections of the Country

Study the following sentences, noticing the use of capital and small letters in the words in italics:

1. Chicago is *west* of New York.
2. He lives in the *East.*
3. Columbus sailed *west* to find India.
4. He moved to the *West.*
5. The Civil War was fought by the *North* and the *South.*
6. Canada is *north* of the United States, while Mexico is *south.*

The name of a direction is spelled with a small letter, as in sentence 1. The name of a particular section of the United States is spelled with a capital letter, as in sentence 2.

Copy the following sentences, filling the blanks with *north*, *south*, *east*, or *west*. Be certain that you begin the name of a section of the country with a capital letter.

1. He traveled through the —— for two months in search of health.
2. The Pacific Ocean is —— of California.
3. Have you ever read of the frozen ——?
4. The sun rises in the —— and sets in the ——.

Fill the blanks below with the words following the sentences. Use capital letters where necessary. Remember that the names of directions do not begin with capital letters, while the names of sections of the United States do.

1. The winters are very cold in the far ——. (*north*)
2. Did you read about cotton raising in the ——? (*south*)
3. The wind blew from the —— last night. (*east*)
4. After the Civil War, both the —— and the —— were in need of money. (*north; south*)
5. In 1849 many people rushed —— to hunt for gold. (*west*)
6. Father will go —— on the evening train to attend Congress. (*east*)
7. When the weather vane pointed —— the fishermen stayed at home. (*east*)
8. Does Mr. Jones live —— of town? (*west*)
9. India is often called the far ——. (*east*)
10. John lives on the —— side of the street. (*north*)

69. The Adverb

You have learned that adjectives add to the meaning of nouns. In the following sentences point out the words that add to the meaning of verbs:

1. The birds *flew* quickly.
2. How heartily John *laughed!*
3. We *went* yesterday.
4. We *looked* around.

The word *quickly* is added to the verb *flew*, telling *how* the birds flew. The word *heartily* is added to the word *laughed*, telling *how* he laughed. *Yesterday* is added to the verb *went*, telling *when* we went. *Around* is added to the verb *looked*. What does it tell about *looked?* The words *quickly*, *heartily*, *yesterday*, and *around* are **adverbs.** Adverbs tell *how*, *when*, *where*, or *why* about the action.

The verbs in the following sentences are in italics. Find the adverbs that modify them.

1. We *saw* each other instantly.
2. I *jumped* forward.
3. The baby *cried* loudly.
4. The bear *was feeding* peaceably.
5. The soldiers *fought* bravely.
6. The white house *stood* there.
7. He *answered* her scornfully.
8. The young deer *leaped* nimbly.
9. They *have come* early.
10. He *spoke* hastily.
11. The little boy *answered* truthfully.
12. The machine *is creeping* slowly along.

Some adverbs are added to adjectives or other adverbs and tell *how;* as, "She came *very* early." *Very* is added to the adverb *early* and tells *how.* Use the following words to modify adverbs in the sentences above: *so*, *quite*, *very*, *nearly*, *rather*, *most*, *exceedingly*. Can you now write the definition of an adverb?

70. Adverbs That Help to Make Pictures

A short time ago you made pictures of animals by using adjectives that expressed just what you meant. Should you like today to make a moving picture of animals by choosing adverbs that picture their actions? Plan to keep your subject a secret, and have your classmates guess the animal whose movements you have described.

There he was creeping *stealthily* and *cautiously* along the fence.

The little creature was *curiously* watching me from the water.

Lightly and *noiselessly* he leaped from the inclosure.

List the adverbs that describe:

1. The movements of a snake
2. The croaking of a bull frog
3. The singing of a meadow lark
4. The howling of a coyote
5. The grunts of a pig
6. The prancing of a horse
7. The frolicking of a kitten

When you have thought of an adverb, use your dictionary to find synonyms.

71. Speaking Correctly

Perhaps you have been corrected for saying *good* instead of *well*. Now you should know why *good* and *well* are correct in some places and not in others.

"Abraham Lincoln served his country *well*." *Well* modifies the verb *served*, since it tells how he served his country. *Good* is never an adverb, hence it would be incorrect to say, "Abraham Lincoln served his country good."

Practice saying these sentences until they sound correct to you:

1. She always does her work *well*.
2. Didn't she recite *well?*
3. How *well* that child sings!
4. You remember the details *well*.
5. Frank told that legend as *well* as he could.

There are other words, too, which even grown-ups confuse. The words are as follows:

Adjectives	Adverbs
careful	carefully
quick	quickly
kind	kindly
cheerful	cheerfully

Study the following:

6. He is a careful driver.
7. He drove carefully.
8. That was a quick trip.
9. He ran quickly.
10. Children often do kind deeds.
11. Speak kindly.
12. She has a cheerful face.
13. She spoke cheerfully.

Make three sentences containing the adjective *good*, three containing the adverb *well*, two

containing each of the adjectives and adverbs in sentences 6–13. Leave blank the place where these words should go. Exchange papers with your neighbor, who will fill in the blanks with the correct word and then grade your paper. If there is any question as to whether or not a sentence is correct, refer it to the class and to your teacher. Record the score on your graph card. Are you above the dead line?

72. The Adverb and the Adjective Phrase

Point out the phrases that do the work of a single word:

1. He ran quickly.
2. He ran with speed.
3. He went immediately.
4. He went at once.
5. He went there.
6. He went to that place.

In sentence 1, the adverb *quickly* modifies the verb *ran* by telling *how*. In sentence 2, the phrase *with speed* does the same work, that is, it modifies the verb *ran* by telling *how*. What phrase in sentence 4 modifies the verb *went?* Point out the adverb in sentence 5. What adverb phrase in sentence 6 means the same as the adverb *there?*

An adverb phrase may do the work of an adverb.

Change the adverb in italics in the following sentences to an adverb phrase. Tell what verb the phrase modifies.

1. The doctor spoke *cheerfully* to the patient.
2. The girls planned the party *secretly*.
3. A deer runs *swiftly*.
4. The boy spoke *scornfully*.
5. The new girl worked *industriously*.
6. He attempted the rescue *hopefully*.
7. Do not work *hurriedly*.
8. The soldiers went to the battle *bravely*.
9. He handled the glass *carefully*.
10. They spent their money *extravagantly*.

In three of the following sentences a group of words does the work of a single word. What part of speech is that word?

11. A *courageous* man must have done that.
12. A man *of courage* must have done that.
13. We appreciate a *kindly* act.
14. We appreciate an act *of kindness*.
15. He wears a *golden* crown.
16. He wears a crown *of gold*.

In sentence 11, the adjective *courageous* modifies the noun *man* by telling *what kind* of man. In sentence 12, the group of words *of courage* does the same work as the single word *courageous*. It modifies the noun *man* by telling *what kind*. In sentence 13 the adjective *kindly* modifies the noun *act*. In sentence 14, the group of words *of kindness* means the same thing and does the same work as the word *kindly*. In sentence 15, what adjective modifies the noun *crown?* In sentence 16, what group of words does the same

work as *golden?* Such groups of words as *of courage, of kindness,* and *of gold* are phrases. Because they do the work of adjectives, that is, modify nouns, they are called adjective phrases.

In the following sentences change the italicized words to adjective phrases:

1. The doctor spoke a *hopeful* word.
2. He is a *blue-eyed* baby.
3. Cook it in an *iron* pot.
4. She always speaks a *cheerful* word.
5. John is an *honorable* boy.
6. This is a *beautiful* thing.
7. That donkey leads an *easy* life.
8. The picture has a *silver* frame.
9. The *poor* man may be a gentleman.
10. Solomon was a *wise* man.
11. He saw a very *large* city.

From one of your compositions select the adjectives. Change as many as possible into phrases. Read your composition to yourself, then aloud to the class. Do the changes you made improve the composition?

73. An Anecdote

In nearly every family some incident has been told so often that it has become an anecdote. This story of the whistle was a favorite story in the life of Franklin. Although the incident happened over two hundred years ago, it is so true to life that it is still a favorite story.

The Whistle

Once, when Benjamin Franklin was a little boy seven years old, his friends filled his pockets with pennies. The delighted child started for a toy shop. On the way he met a boy with a whistle. Benjamin was so much pleased with this toy that he offered all his pennies for it.

Coming home with his new possession, he went whistling happily all over the house. His parents and brothers and sisters were not so much pleased with his bargain. They told him he had paid four times as much for the whistle as it was worth. They reminded him of all the things he might have bought with the rest of the money. Little Benjamin was so much laughed at for his folly that the whistle gave him no pleasure.

Ever after that when Franklin was tempted to buy some unnecessary thing, he said to himself, "Don't give too much for the whistle." So he learned to save his money.

Many families repeat not only unusual incidents of everyday life, but also anecdotes of their ancestors who perhaps came over in the "Mayflower," or who fought in one of the wars, or who crossed the plains to help open up the West. What anecdote is most often told in your family? Prepare to tell it to your classmates. Try to make it as interesting to them as it is to you. Plan a brief introduction that will make your audience understand your story and put it in sympathy with you.

74. An Anecdote Book

Should you not like to make a book of class anecdotes to send to some child who is ill?

If you have no friends who are ill, why not plan the book for the children's ward in a great hospital or for the children's floating hospital in one of the large coast cities? Do you not think the little children would like best of all anecdotes that are humorous?

Before you are ready to write anecdotes, you should practice telling them in class. What you think is humorous may not seem so to others if it is not well told. Be sure that you keep the joke a secret until the end of the story. Be careful not to make your anecdote monotonous by repeating words. Since most humorous anecdotes contain conversation, you may use the word *said* too often. See if any of these words may be used in its place: *quizzed*, *acknowledged*, *replied*, *admitted*.

The following anecdotes may suggest other synonyms to you:

A Quarter in the Meter

A little girl was sitting in a dark room with her mother, watching the big round moon come up over the trees. As a dark cloud gradually passed over the moon, the child sighed, "I guess God forgot to put a quarter in the meter."

Nothing to Do with Age

One day a Scotchman met an elderly neighbor in the road.

"How are you today, Andy?" asked the first man.

"Fine, thank ye," replied Andy, "all but the rheumatism in my left leg."

"Ah, weel," added the friend, "we are both getting old. We must expect these things."

"Old age! Old age!" retorted Andy. "Old age has nothing to do with it. My right leg is as old as my left leg and it is just as supple as ever."

After you have told your anecdotes in class and have received suggestions for their improvement, you may write them. Probably you need some practice in punctuating the anecdotes and in paragraphing conversation. Study the punctuation and paragraphing of the last anecdote given above.

Your teacher will then use this anecdote as a dictation lesson. If you make any mistakes, study for dictation three paragraphs containing quotations from pages 342 to 344.

OPPORTUNITY WORK

If there are any pupils who do especially good work in writing conversation, they may act as editors of the anecdote book. It is the business of the editor to select the material carefully, to see that the author makes the necessary changes, and to arrange the material.

75. Letter to Accompany an Anecdote Book

Probably you will wish to send a letter with your anecdote book. Review with your teacher the parts of a friendly letter. By this time you should be able to place the different parts of the letter, make margins, and capitalize and punctuate correctly.

Your problem will be to make your letter cheerful without seeming to make an effort to have it so. You might begin like this:

> Our class has been enjoying some good jokes. Perhaps you will not think they are as funny as we did, but most of them brought a good laugh in our class.

76. A Dictation Exercise

Study the following paragraph for dictation. You should be able to give the reason for every capital letter and punctuation mark. Be certain you know how to spell every word.

The Star-Spangled Banner

At last the sun rose, and its first beams fell upon the flag. Hurrah! It was the star-spangled banner —the red, the white, the blue! The British ships had not taken the fort, and Baltimore was safe. It is easy to believe that Mr. Key was almost wild with joy. He felt that he must put this victory into song. Taking an old envelope from his pocket, he wrote on the back of it the words of "The Star-Spangled Banner."

77. More Business Letters

In most families it is occasionally necessary to have addresses to which newspapers or magazines are sent changed or to order new publications. It is a great relief to busy parents to have a son or daughter who can write such letters for them. Read this letter:

810 Maple Street
Richmond, Virginia
September 8, 1922

The Century Co.
Union Square
New York City

Gentlemen:

When sending "St. Nicholas," please change my address from 189 Oak Street, Richmond, Virginia to the one given above.

Yours truly,
(Miss) Mary Anderson

In this letter you are writing to a company, *The Century Co.* Since *Co.* is an abbreviation, there must be a period following it. When you write a business letter to a man, what salutation do you use? When you write to a company, what salutation do you use? What punctuation follows the salutation? *Yours truly* is a suitable closing.

Copy the letter and sign your name. Compare your work with the book, and correct any mistakes you may have made.

Pretend that you have moved from 1296 Church Street, Des Moines, Iowa, and write a letter to 200 East Ontario Street, Chicago, Illinois, asking to have "Popular Mechanics" sent to your new address. Be sure to give your old address as in letters on page 281. Read this letter:

630 Church Street
Hartford, Connecticut
November 6, 1922

The Century Co.
Union Square
New York City

Gentlemen:

I am inclosing in this letter a money order for $4 for a year's subscription to "St. Nicholas," beginning with the January number.

Yours truly,

(Miss) Ada Moore

Perhaps your father or your class in school wishes a certain company's seed and flower catalog. Write a letter requesting the catalog. If you need help, refer to page 346.

Write a letter to some publishing house ordering a book. Is there any way to pay for the book by mail except with a money order?

Write a letter to a magazine for which you subscribe stating that you failed to get the last number. Be careful to have your own name and address plainly written.

78. The Preposition

In the sentences below point out each word that shows the change in the position of the book with regard to the table:

1. My book lies on the table.
2. My book lies under the table.
3. My book lies near the table.
4. My book lies by the table.
5. My book lies beside the table.
6. My book lies behind the table.
7. My book lies before the table.
8. My book lies against the table.

These little words, *on*, *under*, *near*, *by*, *beside*, *behind*, *before*, *against*, are **prepositions.** They are very useful words in our language because they show relation between words. Notice that a noun follows the preposition. Such a group of words is called a **phrase.** On pages 275 and 276 you changed the single word modifier into a phrase made up of a preposition and a noun. Turn to this lesson and point out the preposition in each phrase.

The following are the prepositions in common use:

above	between	into	up
across	by	of	upon
among	down	on	under
at	for	over	with
before	from	to	within
behind	in	toward	without

Use the following prepositional phrases in sentences. Point out the preposition.

into the automobile	in the west	of kindness
after a few days	over the hills	of the palace
of shining gold	across the street	to her mother
at the store	in the sunshine	

Tell whether you have used the phrase as an adjective modifying a noun, or as an adverb modifying a verb.

In the following sentences the prepositional phrases are in italics. Name the preposition. Tell whether the phrase modifies a noun or a verb.

1. I sat *beside the door.*
2. The horse ran *by the tree.*
3. The sun is now *behind a cloud.*
4. The mouse ran *under my chair.*
5. He arrived *before night.*
6. She spoke *with kindness to him.*
7. The tablet *of bronze* was well placed.
8. The teacher *of my class* lives near me.
9. He lay *on the grass* for a nap.
10. The leader *of the band* played well.
11. We found the bones *of a fish.*
12. A very few drops *of rain* fell.
13. Jacob jumped *behind the tree.*

You should now be able to tell the part of speech of every word in the sentences above. Test yourself to see whether you can do it. Can you find the complete subject and the complete predicate?

79. Telling Parts of Sentences

You are not only able to tell the parts of speech of every word in the sentences in the last lessons, but you are also able to name the parts of a simple sentence. That is, you can name the

Complete subject
Complete predicate
Simple subject
Simple predicate
Word and phrase modifiers of the simple subject
Word and phrase modifiers of the simple predicate

Naming these parts is called **analyzing** a sentence. See if you can analyze the following groups of words:

1. The child burst forth with a merry laugh.
2. The dark clouds scudded across the sky.

Why can you not analyze the following in the same way?

3. Down the long winding path
4. In the middle of the river
5. Dark mournful eyes

By first finding the subject and predicate of a sentence you can easily decide whether a group of words is a sentence or not. Practice on the following:

6. By the shining, Big Sea Waters
7. The merry children trouped through the door

8. Can you come over to my house
9. Ran all the way to the station
10. Poor little timid girl of the tenements
11. James Whitcomb Riley was a poet of the children
12. The house by the sea belongs to the old fisherman
13. Running wildly down the street
14. The children of the village followed the Pied Piper of the mountain

Did you have any trouble with the last sentence? If you need more practice in analyzing such sentences, your teacher will give you time to work a similar exercise in the Appendix on page 316.

80. Enlarging Sentences

Some of your early stories were colorless and uninteresting because they were bare of detail. Read the two sentences that follow and see which you like better. Explain your choice.

1. The outlaw lived there.
2. There lived in Sherwood forest a bold outlaw.

The second sentence not only tells where the outlaw lived, but something about him. The details help to make the picture vivid.

Build up the sentences in the following list by adding word modifiers or phrase modifiers to the subject or the predicate or both. Tell whether the phrases are adjective or adverb phrases. Remember that adjectives modify

nouns and adverbs modify verbs, adjectives, and other adverbs.

1. Bees sting.
2. Flowers grow.
3. Fire burns.
4. Children study.
5. Clocks strike.
6. Fish swim.
7. Winds blow.
8. Gypsies tell fortunes.
9. Robins are building nests.
10. The horn sounded.

Analyze two of the sentences you have written.

81. Correct Use of Prepositions

Sometimes children say, "Where is he at?" or "Where is he going at?" *At*, as you learned in Lesson 78, is always part of a phrase. Is the following sentence correct or incorrect: "I was so surprised I didn't know where I was at"?

Which of the following sentences are correct and which incorrect? Correct the wrong ones.

1. Sam was at my house when the bell rang.
2. Mother called, "Where are you at?"
3. The child was so frightened he could not tell the policeman where he lived at.
4. My books are at Martha's home.
5. I do not know where I am going.

Between and *among* are other prepositions that cause trouble. *Between* is correctly used when it refers to two persons, places, or things:

1. The quarrel was *between* the two boys.
2. I live *between* Denver and Pueblo.

Write five sentences to illustrate this rule.

Among refers to more than two persons, places, or things, as:

3. *Among* the boys, I chose James as leader.

Write five sentences to illustrate this rule.

82. Pronouns Following Prepositions

1. They divided the marbles between him and me.
2. They called to her and to me.
3. The honors were shared by him and her.
4. For whom did you intend the package?
5. May I speak to you or to them?
6. Bob brought the apples to them and to us.

In the sentences above, find the phrase, the preposition, and the pronouns following the preposition. When two pronouns, such as *him* and *me*, *them* and *us*, follow a preposition, there are frequent mistakes in the form of the pronoun. Say the above sentences again and again to yourself until you are familiar with the correct form.

Which of the following sentences are correct? Change those that are incorrect and repeat the correct sentence several times.

7. They had the kindliest feeling toward her and me.
8. To whom did you give the keys?
9. Between you and I, I don't believe she will be elected.
10. Miss Green said that she would wait for you and he.
11. She threw some flowers at them and me.

12. It was through them and us that she heard of her cousin.
13. The game was played against you and him.
14. Please call for her and I.
15. They invited her and me to the party.

Make two sentences containing each of the following words or groups of words in phrases:

it	you and them	you and me
whom	her and us	her and him
him and me	her and me	you and her

83. Discussions and Arguments

There are always two sides to every argument. Some boys and girls and even some grown-up people cannot argue without losing their temper. It takes one who is a good sport to listen to arguments that are contrary to his viewpoint. A broad-minded person will listen courteously to his opponents.

There are some people who believe firmly in their own point of view until some one else argues for the other side, and then they have nothing to say to support their viewpoint. Such people do not think enough to know why they believe as they do. They are always on the side of the last one who talks to them.

All boys and girls need practice in discussing and arguing. Think of some subjects that have come up in school or outside that would be

interesting to discuss. Possibly the topics listed below will suggest others to you.

1. Is it ever right to tell the teacher or principal on another pupil?
2. When you have finished the eighth grade, is it worth while to go on to high school?
3. Are pupils in your school spending their money to the best advantage?
4. Are the pupils of this school giving it as good a reputation as possible?
5. What are the best ways of earning money during summer vacation?
6. Should one accept money from friends for running errands?
7. What things make a moving picture objectionable?
8. On what points should we judge a moving picture?
9. How can one learn from pictures and advertisements what moving pictures are worth while?
10. Whose arguments are the best?

You might have two teams of three pupils each to conduct these arguments. Decide in class which side each team will take. After you have listed your arguments, talk with your parents and with older boys and girls in order to get more suggestions. After you have gathered all the information you can, the members of your team should get together and compare arguments. Each member should be assigned certain topics so that there will be no repetition.

Make your arguments convincing. Illustrate

your point by using an incident or example if you can. It is important that you present your argument clearly. Speak correctly and distinctly. Don't run words together. Put special practice on these words:

don't you	choose them	doing
can't you	help them	coming
write them	fight them	seeing
see them	at all	calling
hear them	want to	morning

Suppose the first subject in the list is the one about which you are going to argue. You are on the side which will argue that it is sometimes right for one pupil to tell on another. Your team has determined to use these arguments:

1. If the pupil is not reported, he may continue being disobedient.

2. An innocent pupil may be accused of the offense.

3. If the guilty pupil is not found out, others may think it safe to do the same thing.

Of the three arguments above, the first argument is the one you are to discuss. You might think out your points as follows:

If the pupil is not reported, he may continue being disobedient.

1. One becomes a coward who does wrong things and is afraid to confess them.

2. A coward isn't likely to reform without some help and a good lesson.

3. The disapproval of one's classmates is the strongest influence that can be brought to bear upon a disobedient pupil.

4. If the teacher knows who has done the cowardly thing, she can help him reform.

Be careful not to use the arguments of the other members of your team. It is even more important to stick to the point in an argument than it is in a story.

You must select judges to decide which team gave the better argument. What points should they keep in mind when making their decision?

OPPORTUNITY WORK

In some schools, the children place on a bulletin board short paragraphs announcing any important events that have recently occurred in our country. Perhaps a group of the best readers and writers in your class will be responsible for such a bulletin board.

84. Expressing Your Own Opinions

Choose one of the subjects given on page 293 and plan a paragraph containing the best argument for your side of the question. Your opponent will be a classmate who takes the opposite side. When you are ready, exchange papers with your opponent. Did he convince you that he had the best argument? Can you answer his argument? Write another paragraph in answer.

All children should be permitted to do the Opportunity Work.

Children should make their own tests.

No tests should be given.

Children should enter and leave school just as they do the church or theater.

Children should pick up the papers left in the yard.

Children who live in cold countries have more fun than children who live in warm countries.

85. Writing Letters of Request

Perhaps your class occasionally invites some one in the community to give a talk on a special subject you are studying. If you are studying the city of Washington, you might like to have some one talk to you who has seen Congress in session, or has visited the Lincoln Memorial and the White House. Possibly you ask some one who has lived or traveled in a foreign country to tell you interesting things about it when you are studying it in geography. You may know of some one who has been in the Holy Land who will come at Easter time and describe to your class the places he has visited.

Write a letter requesting some one to talk to your school on a given subject. Should your letter be a business one or a friendly one? How will you explain your purpose? Will you need more than one paragraph? If you are not absolutely sure of the different parts of the letter and

how to capitalize and punctuate them, turn back to the letter-writing lesson for further study.

What points will you consider in deciding which letter is best? Discuss those points and dictate them to a pupil to write on the blackboard.

Find in the Appendix practice exercises that will help you to correct any errors you have made.

86. A Letter of Inquiry

Occasionally your teacher needs to write a letter of inquiry. She may wish to know if some publishing house has a certain book, or she may wish to ask some congressman or senator from your state to send the school certain government bulletins. It will be good practice for you to write these letters for your teacher.

The salutation of a letter to a United States senator is: *My dear Senator.* To a representative the salutation is: *Dear Sir.* You will need to discuss with your teacher in class the title and the proper salutation to use for other state officials. These had better be written on the blackboard before you begin to write your letter.

87. Conjunctions

For four years you have been fighting the *and* habit. *And* is a good word in its place, but should not be used to run sentences together. You must learn when *and* is correctly used and when incorrectly used.

Find the predicate in sentence 1 and sentence 2. How does sentence 3 differ from sentence 1 and sentence 2?

1. The men have gone.
2. The women have gone.
3. The men and women have gone.

Sentence 3 shows that one predicate may have two subjects. Point out the word that connects the two subjects.

Explain the subjects and predicates in each of the following sentences. How is *and* used in each sentence?

4. Goldfish and snails were in the aquarium.
5. *Little Women* and *Little Men* were written by Louisa M. Alcott.
6. Great ocean liners and awkward dark tugs steamed up the harbor.

How is *and* used in each of the following sentences?

7. The child looked and smiled.
8. The wind whistled and moaned.
9. She stuttered and stammered an apology.
10. The cat mewed and purred.

You have learned that two subjects or two predicates may be connected by *and*. The connecting word, *and*, is a **conjunction.** Subjects and predicates may be connected by other conjunctions besides *and*. In the following

sentences name the predicates and point out the conjunction that joins them:

1. He played or sang the whole day.
2. The horse will neither eat nor drink.
3. He will either go or stay.

The conjunction is very easily found in sentence 1. In sentence 2 the conjunction is made up of two words, *neither* and *nor*. These two words always go together. In the third sentence the conjunction is also made up of two words. *Either* and *or* are used together, too.

Find the subject and the predicate in each of the following sentences. Name the conjunctions and tell what words are joined.

4. The pony reared and threw itself.
5. We worked or played all day.
6. The wind grew saucy and blew and blew.
7. No man or woman was to be seen.
8. The linnets nested and sang in the trees.
9. He had neither lived long nor done kind deeds.
10. The mother wolf and her little ones disappeared.
11. She looked and looked for the lost ring.
12. Either Mary or I will stay.
13. He went down to the river and looked around.

Find a prepositional phrase that modifies a verb; find a phrase that modifies a noun. Name the prepositions in these phrases. Name three adverbial modifiers. Name two adjectives and the nouns they modify.

88. Explaining How Things Are Made

Have you ever found that you cannot interest others in some article or some experience that was interesting to you? Perhaps your lack of success may be due to one or more of these things:

Choice of too big a subject
Failure to keep to the point
Use of too many *and's*
Indistinct pronunciation
Lack of clear, definite pictures
Failure to tell the events in their right order

A boy who has spent some time in helping to make maple sugar in Vermont told this story:

First you tap the trees and the sap runs and then you gather the sap. The sap looks like water, but it is yellowish. If the sap buckets aren't covered, sometimes it rains into them and the sap becomes dirty. The sap is boiled down into sugar. Before it is sugar, it is syrup.

How many of the errors listed above did he make in telling this uninteresting story? If he had taken just one topic and enlarged it enough to make a vivid picture, he might have interested almost any audience. Following are some of the topics he might have chosen:

Boring the Trees
When the Sap Begins to Run
Gathering Wood for the Fire
Gathering the Sap
Boiling the Sap in an Evaporator

Sugaring Off
A Sugaring-Off Party on a Snow Bank
Moonlight in the Woods

Compare the first story with this one, in which the boy has taken a single topic and tried to make his audience see and feel as he saw and felt at "maple-sugar time" in Vermont.

When the Sap Begins to Run

Excited groups of boys on street corners were talking over their plans for sugaring. Out in front of the hardware store were a number of bob sleds which farmers were loading with shining tin sap buckets. Two men proudly placed a new evaporator on their sled. Swish! swash! went the melting snow as the patient farm horses plodded slowly through the street. They seemed to say, "The sap is running! The sap is running! We must get home!"

The next day the same boy told another step in the process:

Gathering the Sap

The snow was still deep in the Vermont woods. The same old bob sled and plodding farm horse that had brought the sap buckets from town were used to gather the sap. In and out among the trees we drove, lifting the brimming buckets from the spouts and pouring the sap into the barrel on the sled. As we drove along, we could hear the drip, drip, drip of the sap as it ran slowly into the empty buckets. Another cold night followed by a thaw would mean another bucket full the next day.

Take some familiar subject, preferably one

about which your classmates do not know much, and tell them about it. You may have attended a round-up, watched a sheep-shearing, visited a silk or cotton mill, gone through a coal mine, or seen a moving picture taken. Perhaps your grandmother has told you how they used to dip candles or card wool when she was a girl. Perhaps you have read a great deal about assembling a radio or running a greenhouse or something else of equal interest. You may have lived in a foreign country and can tell how some common thing is done in a way quite different from the way we do it in our country. Possibly a number of you have the same interesting topic. In that case you might divide your subject into several topics and give your story in different chapters.

Make your story interesting by:

Talking on one small part of the subject
Telling things in order
Keeping to the point
Giving interesting details
Using as few *and's* as possible
Using a good opening sentence
Choosing expressions that make good pictures
Making a good closing sentence
Speaking distinctly and correctly

If you plan your stories well, you will have some worth saving. They might be bound together and given to the next year's class.

89. Describing a Picture

Can you see this picture in your mind?

In the background is a large dark green tree that arches splendidly over the top of the picture. On the ground underneath are some flat-topped mushrooms. Seated on one of these is a little creature with a golden crown and flowing hair. She is dressed in a rainbow-colored garment. In her hand she carries a slender flower stalk topped with a white blossom.

Turn to one of the pictures in this book and describe it. If you prefer, you may describe some picture you have seen elsewhere and enjoyed. When you finish writing, you may read your description to the class. If your classmates have seen the same picture, they should be able to recognize it from your description.

Poets paint their pictures in rimes. Do you like this picture?

The stately Lady Hollyhock
  Has graced my garden bed for years,
Sedately stiffened in a frock
  All frills and ruffles to her ears;
For at the fashions one may mock
  When one is born a Hollyhock.

OPPORTUNITY WORK

Perhaps you would like to paint some picture rimes. Children younger than you have done so.

90. Interjections

You have now learned the names of seven parts of speech. Can you name them? You will learn about the eighth one today. It is one that we use whenever we wish to express a sudden or strong feeling.

It is important that you know how to punctuate interjections.

1. Hurrah!
2. Oh! where shall I hide?
3. Hush! Hark! what is that noise?

The words *oh*, *hush*, and *hark* are **interjections.**

Find the interjections in each of the following sentences. Notice how they are punctuated. If the entire sentence expresses strong feeling, place an exclamation at the end of the sentence and a comma after the interjection.

4. Ah! is that the best you can do?
5. Oh, shall I ever see you again!
6. Alas, I am a poor man!
7. O Mother, speak to me!
8. What! I can't do that.
9. Hark! do you hear it?
10. Alas! it is lost.
11. Pshaw! I dropped my pen.
12. Fie! that is easily done.
13. Oh! Oh! I cannot come.

Write ten sentences containing interjections and punctuate them correctly.

91. A Relay Race

Here is a relay race for the Wolves and Coyotes. Follow the usual rule for a relay race. What rules have you devised to make your contests fair and smooth-running? Some one will write on the blackboard facing each team the sentences at the close of the lesson. Be careful that the sentences are clearly written. Each team will name the parts of speech, placing the correct abbreviation over each word. The team which wins will be the one which is first to name the parts of speech. The abbreviations you should use are listed below:

nouns—n.	adjective—adj.
pronoun—pro.	adverb—adv.
verb—v.	preposition—prep.
conjunction—c.	interjection—i.

The winning side must have first place in both speed and accuracy. It may require several practice tests before one side wins in both.

1. The ship reached Amsterdam safely.
2. On the end of the pier sat a little boy with a fishing pole in his hand.
3. The woman was very kind.
4. Before them was a long hill.
5. We shall look for a new house tomorrow.
6. What shall we do in the spring?
7. Indeed! Your plan is a good one.

8. He looked behind the trees and bushes for the Indians.

9. She quickly raised one of the kettles and pushed the baby under.

10. Oh, what shall I do with you!

11. The children slept in tents, but their parents slept in the open air.

12. The man looked sorely troubled.

13. Ah, here he comes with the water!

14. Have you gathered the berries and the fruit?

92. A Test Exercise

Copy this letter, using the necessary capital letters and adding the punctuation marks:

reno nevada
december 21 1923

dear cousin alice

on new years day at 5 oclock mr and mrs brown and helen and dr and mrs smith are sailing from san francisco for a three years vacation in india we are planning to give them a farewell luncheon at allens candy store monday december 28 at 12 oclock please come and help us give them a fitting farewell

very sincerely
edith martin

93. Speaking and Writing

a. Show your ability to stand before the class and tell a good story by relating an experience of your own or an anecdote that you have read or heard.

b. Show your ability to capitalize and punctuate correctly and to arrange your work well on paper by writing the anecdote. Exchange papers and correct one another's work.

c. Show your ability to write a short correct business letter by writing an application for a position you wish to take for part of the vacation.

94. A Test in Grammar

From the story you have just written, select four examples of each part of speech. If there are not that many of each example, write sentences of your own and fill out the number.

Find the subject and the predicate in four of the sentences.

95. Correct Usage

Select the correct word from those in parentheses to fill the blanks:

1. May I (*sit* or *set*) where I can see the board?
2. He (*hain't* or *hasn't*) been there for a long time.
3. He looks (*like* or *as if*) he were ill.
4. John is better in spelling than (*me* or *I*).
5. Please let Mary and (*me* or *I*) go.
6. I will go as (*quickly* or *quick*) as I can.
7. Who (*brung* or *brought*) me the pretty flower this morning?
8. I did not know you (*was* or *were*) here.
9. I did not see (*anybody* or *nobody*).

10. She divided the books (*between* or *among*) her pupils.

11. We have never seen (*them* or *those*) sentences before.

12. She said that you and (*I* or *me*) might do the errand.

13. I see somebody in the next room with (*her* or *their*) hat on.

14. It was (*they* or *them*) of whom I was speaking.

15. He (*left* or *let*) go the rope.

16. You (*hadn't ought* or *ought not*) to go.

17. He might (*of* or *have*) hurt himself.

18. No, it wasn't (*I* or *me*).

19. Have you (*saw* or *seen*) her lately?

20. John replied, "I have (*wrote* or *written*) the letter."

21. Then John (*run* or *ran*) down the street to see the fire.

22. I did not do so (*well* or *good*) in the examination this time.

23. Last Fourth of July every bell in the town (*rung* or *rang*).

24. I had just (*come* or *came*) back from lunch when it happened.

25. He works (*like* or *as if*) he meant to pass the test.

26. Is your mother (*laying* or *lying*) down?

27. Papa said to Rover, ("*Lie* or "*Lay*) still!"

28. John (*done* or *did*) the example correctly.

29. Mary and Jane help (*each other* or *one another*).

30. I haven't (*no* or *any*) pencil.

THE APPENDIX

Individual Daily Drills for Correct Usage

You should find out as soon as you can what errors you make when you are talking. When you know what errors you make, if you are eager to correct them, these sentences will help you. They should be thoughtfully read four or five times every day. In addition write correctly in a notebook every sentence in which you have made an error. Read such sentences daily, also.

If there is no chart to correct the error you habitually make, write a chart for yourself, have your teacher check it to be sure it is right, then paste it into your book. Use it daily.

Drill Chart 1 — *Doesn't*

1. My dog *doesn't* bite. 2. *Doesn't* he see well? 3. Why *doesn't* she come? 4. The baby *doesn't* seem cold. 5. Why *doesn't* John help?

Drill Chart 2 — *Saw, Has* or *Have Seen*

1. We *saw* two deer on the hillside. 2. *Have* you *seen* John's airplane? 3. The children *saw* the horses. 4. *Have* you *seen* the circus parade?

Drill Chart 3 — *Did, Has* or *Have Done*

1. Who *did* it? I *didn't.* 2. John must *have done* it. 3. They *have done* their work well. 4. *Has* he *done* three examples? 5 No, he *has done* only one.

Drill Chart 4—*Came, Has* or *Have Come*

1. I *came* early. 2. *Has* the milk man *come?* 3. We *have come* for *flowers*. 4. Who *has come* for papers? 5. He *came* for a pencil.

Drill Chart 5—*Threw, Has* or *Have Thrown*

1. Mary *threw* the ball over the fence. 2. Fred *has thrown* his paper away. 3. Mary's horse *has thrown* her twice. 4. I *threw* the ball to Jane. 5. Who *threw* this?

Drill Chart 6—*Sit, Has* or *Have Sat, Sitting*

1. They *sit* very still. 2. I *sat* near Fred. 3. We *have sat* here every day this term. 4. Where *had* he *sat* before? 5. Mary's doll *is sitting* there still.

Drill Chart 7—*Set, Has* or *Have Set, Setting*

1. *Set* the basket on the table. 2. Fred *set* the cup beside me. 3. *Has* Mary *set* the jar on the shelf? 4. We *are setting* the table.

Drill Chart 8—*Lay, Has* or *Have Laid, Laying*

1. Please *lay* these tools away. 2. She *laid* the knives in the right drawer. 3. When *will* he *lay* it down? 4. She *is laying* her wraps away. 5. He *has laid* it here.

Drill Chart 9—*Lay, Has* or *Have Lain, Lying*

1. My doll *lies* in its cradle. 2. It *has been lying* there all day. 3. *Has* Mother *lain* down to rest? 4. *Lie* down, Fido. 5. I saw John *lying* under a tree. 6. He *lay* there to rest.

Drill Chart 10 — *Teach, Learn*

1. Will you *teach* me how to swim? 2. I must *learn* if I join the Boy Scouts. 3. John *taught* his dog to speak. 4. His dog *learns* rapidly. 5. *Have* you *taught* Fred to make a camp fire? 6. Yes, he *learned* it in two trials.

Drill Chart 11 — Double Negatives

1. I *have never* seen it. 2. I *didn't* tell *anybody*. 3. I *didn't* say *anything*. 4. I *didn't* do *anything*. 5. I *won't* tell *anybody*. 6. I saw *nobody* there. 7. I have had *hardly anything* to eat. 8. He said *nothing*.

Drill Chart 12 — *Ought, Ought Not* (Never used with *Has* or *Have*)

1. You *ought* to tell. 2. He *ought* not to make that mistake. 3. *Ought not* the door be closed? 4. It *ought* to be louder. 5. She *ought not* to go today.

Drill Chart 13 — *Leave, Let, Left*

1. Please *leave* me by myself. 2. Don't bother me, please. *Let* me alone. 3. They *left* the children by themselves. 4. *Let* the baby alone. 5. My teacher *let* me stay after school.

Drill Chart 14 — *Those, Them*

1. Did you see *those* children? 2. I saw *them* sitting in the sunshine. 3. Please bring me *those* pens. 4. You may bring *them* with you.

Drill Chart 15 — Pronouns

1. Who is *it?* It is *I*. 2. The book is for Mary and *me*. 3. John and *I* will go. 4. *He* and *I* will go. 5. *She* and *I* will go. 6. May I go with *her* and Mary? 7. Give the crayon to *him* and *her*. 8. We will help *him* and John, too.

Drill Chart 16 — *Was, Were*

Always use *were* with *you*. Say, *You were; Were you?* At all other times use *was* when you are speaking of one. Say, *He was; Was he; They were; Were they?*

Fill the blanks with *was* or *were:*

1. The children —— at school. 2. Where —— you? 3. I —— at the store. 4. —— you caught in the storm? 5. We —— playing in the barn. 6. He —— playing ball. 7. What —— you doing? We —— hiding from John.

Drill Chart 17 — *Knew, Has Known*

Use *has* and *have* with *known*. Use *knew* without a helper. Say, *He has known; Have you known? I knew.*

Fill the blanks with *knew* or *known:*

1. Has he —— the secret long? 2. He has —— it three days. 3. I —— where to go. 4. Mary —— me at once. 5. He —— his lesson well. 6. We had not —— about this cave. 7. Mr. Brown —— what to do.

Drill Chart 18 — *Went, Has Gone*

Use *has* and *have* with *gone*. Use *went* without a helper. Say, *I have gone; Has John gone? She went.*

Fill the blanks with *went* or *gone:*

1. The children have —— to school. 2. Where has she —— ? 3. We —— with Father. 4. Has Mother —— to church? 5. Baby has —— to sleep. 6. Have they —— to rescue him? 7. They —— yesterday.

Drill Chart 19 — *Sang, Has Sung*

Use *has* and *have* with *sung*. Use *sang* without a helper. Say, *Mary has sung; Have you sung? They sang.*

Fill the blanks in these sentences with *sang* or *sung:*

1. Who —— "America"? 2. How many songs have you —— ? 3. John and I —— a duet. 4. Our class —— at the Fair. 5. Has your class —— at the festival? 6. Mary —— the best of all.

Drill Chart 20—*Took, Has Taken*

Use *taken* with *has* or *have*. Use *took* without a helper. Say, *I took it; He has taken it; Have you taken it?*

Fill the blanks with *took* or *taken:*

1. Has he —— the book home? 2. They have —— my hat away. 3. Who has —— it? 4. John —— it home. 5. He —— it to his brother? 6. Father has —— my shoes to be mended.

Drill Chart 21—*Drank, Has Drunk*

Use *has* and *have* with *drunk*. Use *drank* without a helper. Say, *Baby has drunk the milk; Have you drunk the water; I drank it.*

Fill the blanks with *drunk* or *drank:*

1. We have —— all the milk. 2. The kittens —— with the dogs. 3. Has the horse —— the water? 4. Baby has —— the milk. 5. Who —— all the water? 6. The cows have —— the water. 7. He has —— from that cup.

Drill Chart 22—*Rode, Has Ridden*

Use *has* or *have* with *ridden*. Use *rode* without a helper. Say, *Have you ridden fast? He has ridden with me; We rode to town.*

Fill the blanks with *rode* or *ridden:*

1. He has —— too fast. 2. Have you —— a long way? 3. John —— to the mill today. 4. Have they —— to the races? 5. Where has he —— ? 6. He —— to the hills.

Exercises in Correct Usage

Fill the blanks in these sentences with *doesn't* or *don't:*

1. Jane —— know where I am. 2. Why —— she come? She —— see me. 3. The children —— like it. 4. He —— seem glad.

Fill the blanks with *saw* or *seen.* Use *has* or *have* with *seen.*

1. I —— you first. 2. Have you —— her? No, I haven't —— her. 3. Mary has —— the pictures. Have you —— them? 4. She —— the bear at the zoo.

Fill the blanks with *did* or *done.* Use *has* or *have* with *done.*

1. What have you —— ? I haven't —— anything. 2. Mary has —— well. 3. My dog must have —— it. 4. We —— our chores early.

Fill the blanks with *came* or *come.* Use *has* or *have* with *come.*

1. I —— to see you. Has Mary —— ? 2. We —— with John. 3. What have you —— to do? 4. Mary —— for her pencil. 5. She —— to help me.

Fill the blanks with *threw* or *thrown.* Use *has* or *have* with *thrown.*

1. John —— the bean bag to me. 2. Have you —— it away? 3. She —— the ball over the fence. 4. Where has he —— his cap this time? 5. The baby —— his toys on the floor.

Fill the blanks with *sit, sat,* or *sitting:*

1. They —— quietly. 2. In which seat do you —— ? 3. Dolly has —— there since Wednesday. 4. We have

—— here for an hour. 5. We were —— on the bank of the stream. We had —— in the meadow. 6. I —— in the seat ahead of John.

Fill the blanks with *set* or *setting:*

1. Please —— the cup on the table. 2. Where are you —— the vase? 3. I am —— it away safely. 4. Will you —— the pan here? 5. John —— the alarm for five o'clock.

Fill the blanks with *lay* or *laid:*

1. The dog —— beside his master. 2. Where did you —— the book? I —— it on the table. 3. The baby —— asleep in her cradle. 4. Where have you —— it? I —— it near John.

Fill the blanks with *laid* or *lain:*

1. Where has he —— it? 2. Has it —— there long? 3. Mary —— the knife here. 4. It has —— here ever since. 5. She —— the paper away. 6. She had —— there an hour.

Fill the blanks with *teach* or *learn:*

1. I —— the calf to drink. 2. Who —— you how to dance? 3. Have you —— to speak distinctly? 4. She has —— me French. 5. John —— me how to tie a knot. 6. Mother —— me to go to school on time.

Fill the blanks with *leave*, *let* or *left:*

1. They —— him alone. 2. Please —— me go home. 3. Will she —— you go? 4. Did you —— her by herself? 5. His father would not —— him go skating. 6. She —— Mary say it by herself.

Review Exercises in Correct Usage

EXERCISE 1

Read the following sentences, choosing the correct words from those in parentheses.

1. Have you (*ate* or *eaten*) your breakfast?
2. James (*rang* or *rung*) the bell.
3. He (*saw* or *seen*) the excursion start.
4. He (*done* or *did*) his very best.
5. Has the bell (*rang* or *rung*)?
6. We have (*saw* or *seen*) it many times.
7. I didn't do (*anything* or *nothing*).
8. Have you (*drank* or *drunk*) water from the spring?
9. (*May* or *can*) Alice go with me?
10. The dog is (*lying* or *laying*) on the steps.
11. Any one who knows may raise (*his* or *their*) hand.
12. Jack (*did* or *done*) the work as well as he could.
13. Bess (*run* or *ran*) as fast as she could.
14. Has he (*come* or *came*)?
15. Baby (*doesn't* or *don't*) know any better.
16. Have you ever (*sat* or *set*) in this seat?
17. Ned (*come* or *came*) all the way by himself.
18. Will some one bring (*his* or *their*) knife?
19. I didn't see (*nobody* or *anybody*).
20. My coat has (*lain* or *laid*) on the grass all night.
21. Please (*let* or *leave*) me do it.
22. The man works (*like* or *as if*) he meant to finish.
23. Have you ever (*rode* or *ridden*) in an airship?
24. Mother (*learned* or *taught*) baby this word.
25. I do not feel (*good* or *well*) to-day.
26. Run (*quick* or *quickly*).
27. She (*use* or *used*) to be in my class.

28. I (*may of* or *may have*) done it.
29. Will any one be ready to do (*his* or *their*) part?
30. I didn't tell (*nobody* or *anybody*).
31. He (*let* or *left*) go his hold on the boy.
32. Mary (*ought not* or *hadn't ought*) to use her eyes.
33. He (*may of* or *may have*) been here earlier
34. We put the pencils (*into* or *in*) the box.
35. This question is (*between* or *among*) Jane and Edna.
36. You (*can or may*) take the book home.

EXERCISE 2

Read these sentences, choosing the correct words from those in parentheses:

1. I (*sat* or *set*) by him until he fell asleep.
2. May has (*sat* or *set*) there for ten minutes.
3. Did you (*set* or *sit*) by her last term?
4. My dog (*lay* or *laid*) by my bed last night.
5. He often (*lays* or *lies*) there.
6. The man looks (like or *as if*) he were ill.
7. She has often (*seen* or *saw*) a flying machine.
8. He (*did* or *done*) the work well.
9. Does she feel (*well* or *good*)?
10. Has he (*gone* or *went*) to school?
11. She (*rang* or *rung*) the bell.
12. The boy has already (*eaten* or *ate*) his breakfast.
13. Hasn't (*nobody* or *anybody*) a pin?
14. Run (*quick* or *quickly*), or you will be caught.
15. The fox did not want (*them* or *those*) grapes.
16. (*May* or *can*) I go to-night, mother?
17. My brother throws a ball (*like* or *as*) I do.
18. Have you ever (*ridden* or *rode*) horseback?
19. Please let me (*sit* or *set*) by you.
20. My coat is (*laying* or *lying*) on the grass.

Sentence Study

EXERCISE 1

Decide whether these groups of words are sentences. Make into sentences all groups of words not sentences, and copy them.

1. Skating across the river
2. Pushing a sled
3. Her pale cheeks
4. Bells make merry music
5. Between the two teams
6. A long bright ribbon
7. Coaxed their mothers
8. Learned the language

EXERCISE 2

Separate this paragraph into sentences and copy it correctly:

Dick and Dolly thought the plan a splendid one when they told their teacher about it, she thought so, too when the oven came, the cooking teacher showed Marie how to bake her first cake since it was Dick's birthday, the children called it his cake they put eleven candles and a ring of red candies on it how proud Marie was when she carried the cake to the teacher's desk to be cut

EXERCISE 3

Separate this paragraph into sentences and copy it:

two weeks later the little black trunk was in the baggage car of a long smoky train a little way behind a little girl was gazing out of a car window she saw miles and miles of Christmas trees these did not keep her from feeling a little bit homesick she almost wished that she were going to England with Uncle Peter and Aunt Miranda

EXERCISE 4

Copy the following paragraph correctly. To do so you must know where the sentences begin and end.

THE FOX THAT LOST HIS TAIL

a fox once got caught in a trap and lost his tail getting loose he was so ashamed that he thought life not worth living finally he thought of a plan he called all the foxes together and begged them to cut off their tails he tried to convince them that their tails were not only ugly but that they were a dead weight one of the foxes spoke up and said, "My good friend, that is all very well, but if you had your tail you would never ask us to cut ours off"

EXERCISE 5

Follow the directions for Exercise 4.

THE GOOSE THAT LAID THE GOLDEN EGG

there once was a man who had a goose that laid a golden egg every day the man soon became very rich, but he wanted still more money he could not wait for the goose to lay an egg every day he cut her open to get all the gold at once much to his surprise he found no gold the man regretted what he had done however that did not bring the goose back.

EXERCISE 6

Make into sentences all groups of words that are not sentences:

1. Was very angry
2. Crossing the street
3. Rushed up to me
4. Once upon a time
5. Why are you so wet
6. Come with me

Uses of Capital Letters

Every proper noun should begin with a capital letter.

Common Nouns	Proper Nouns
ships	Titanic
buildings	Washington School
political parties	Democrat Republican
religious bodies	Methodist Presbyterian
departments of government	Congress Legislature Senate House of Representatives
great events	World War
titles of office	President Coolidge General Pershing Senator Jones King George
races	American English Indian
magazines	Child Life
newspapers	Daily News
days of the week	Wednesday
months of the year	February
holidays	Halloween
sections of country	East, West North, South

Names of Months

Have some one dictate to you the names of the months. Write after each the abbreviation. Compare your work with the book. Learn those you have missed. Prove that you are letter-perfect by writing from memory those you have missed.

January, Jan.	May	September, Sept.
February, Feb.	June	October, Oct.
March, Mar.	July	November, Nov.
April, Apr.	August, Aug.	December, Dec.

Names of Days

Write from memory the names of the days of the week. Open your book and correct your work. Study the words you have missed, close your book, and write them again. Do this until you are able to write the list correctly three days, running:

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

Names of Streets

The names of streets, avenues, and roads should be written with capital letters as follows:

Main Street	First Avenue
Forest Drive	Mill Road

Occasionally in business letters or in friendly letters when the paper is very narrow, the following abbreviations are used. An abbreviation is always followed by a period.

Street, St.	Road, Rd.
Avenue, Ave.	Drive (no abbreviation)

Names of Holidays

You should be able to write correctly with capital letters the names of the following holidays. Have the list dictated to you. Correct your work and learn those that you do not know:

Christmas	Memorial Day
Easter Sunday	New Year's Day
Fourth of July	St. Valentine's Day
Halloween	Thanksgiving Day
Lincoln's Birthday	Washington's Birthday

General Exercises in the Use of Capital Letters

EXERCISE 1

a. Be ready to write the following sentences correctly from dictation:

1. The morning "News" describes the burning of the Gem Theater at ten o'clock last night.

2. While we were in Washington, D. C., we shook hands with President Coolidge. Then we visited Congress, which was in session. The Senate was listening to an address by General Brown. The clerk was reading a bill to the House of Representatives.

3. "Is this a story of the Civil War?" she asked. Jane's reply was, "No, it is a story of the World War."

5. Cotton is produced in the South.

6. Chicago is west of Pittsburgh.

7. Helen likes the cold winters in the North.

7. We passed the Methodist Church.

b. Make sentences, using the name of a building; a great event; a newspaper; a book; a title of relationship; a title of office.

EXERCISE 2

Use the proper nouns on page 318 to fill these blanks. The words following the sentences tell what special names to choose. Copy these sentences.

1. I shall go to the —— to-morrow. (building)
2. He is a graduate of ——. (school)
3. I pass the —— every day. (church)
4. We saw an —— at the circus. (race of people)
5. Washington's Birthday comes the twenty-second of ——. (month)
6. The —— lasted four years. (war)
7. Do you take ——? (magazine)
8. The —— elected Wilson President in 1913. (political party)
9. Did you read the account of the sinking of the ——? (ship)

Practice in the Use of the Comma

EXERCISE 1

Use a comma to separate the name of a person spoken to from the rest of the sentence: *George, will you help me?* In each of the following sentences, find the name of the person spoken to and copy the sentences, supplying the necessary commas:

1. I have had such a fright Mother.
2. Do you think they are asleep John?
3. Come boys and bring your friends.
4. You are very kind Mrs. Brewster.
5. What are they for Mr. Power?
6. Listen Fred for the first sound of the whistle.
7. John where are you going?

8. I am going home Mother.
9. May I help you little maid?
10. Go to sleep baby.
11. Lie down Fido.

EXERCISE 2

Use commas to separate from each other three or more words in a series: *Mother bought sugar, flour, and bread.*

a. Copy the following sentences, separating the words in a series by commas:

1. We gathered daisies buttercups and clover.
2. For Christmas I received a scarf a book and a ring.
3. We saw rabbits bears and deer in the forest.
4. Today we have had hail rain and snow.
5. The robbers rode into camp caught the horses and drove them away.

b. Use in a sentence three or more words that tell what you saw; use three or more words that tell about garden flowers; that tell whom you saw; that tell the names of birds you know.

EXERCISE 3

Use a comma to set off the words *yes* and *no: No, we can't go today.*

Answer the following questions. Begin your answer with *yes* or *no.*

1. Did you see the airplane?
2. Shall we go fishing?
3. May we take Mary with us?
4. Did the Indians move to another place?
5. Is it too early for roses to bloom?

EXERCISE 4

A quotation is usually separated from the rest of the sentence by a comma or commas: "*The boys can't find us here*," said he. "Follow me," said John, "and I will show you." Copy the following sentences and punctuate them correctly:

1. I know who will go said Joe.
2. They replied in a whisper keep quiet.
3. We are ready he answered if you are.
4. We cannot go so far away they said.
5. Yes she thought we shall soon be home.
6. Can you lay eggs asked the hen.
7. No answered the duckling I cannot.

EXERCISE 5

Place a comma between the name of a city and a state: *I live in Chicago, Illinois.*

Find on your map of the United States the names of eight states. Find a city in each. Write correctly the name of the city, followed by the name of the state.

EXERCISE 6

When you write a date, use a comma between the day of the month and the year: *Washington was born February 22, 1732.*

a. Find on page 320 the names of holidays. Copy the list. Write after each the date on which the holiday comes this year.

b. Write the date of birth of three members of your family.

Contractions

EXERCISE 1

A list of contractions follows. Have some one dictate the list to you. Check those you do not know and study them until you can write without error a sentence containing each.

haven't	don't	weren't
hasn't	doesn't	won't
hadn't	didn't	I'll
isn't	couldn't	I'm
aren't	shouldn't	can't
wasn't	wouldn't	

EXERCISE 2

Copy these sentences, adding, as you write, the apostrophe to the contractions:

1. It isnt for me to say.
2. Grandma didn't see the parade.
3. Wont you tell me?
4. We havent heard from her.
5. Arent you glad to go?
6. How strange she doesnt write.
7. The children werent ready.
8. Ill go soon.
9. He wasnt at the picnic.
10. Im ready now.
11. Hasnt he seen the new picture?
12. Arent you ready for school?
13. Dont they look happy!
14. Cant you mend it?
15. They werent able to climb that tree.

Quotations

EXERCISE 1

Read the following sentences, noticing carefully the capital letters, periods, and quotation marks. What punctuation mark in the second sentence is different from that of the first sentence?

1. Dick said, "The hat is here."
2. Tom asked, "Will you bring the ball?"

Copy the sentences below, punctuating them correctly. Begin the quotations with capital letters.

1. Tom said I may go fishing tomorrow.
2. Mother said you may go skating today.
3. Miss Brown asked have you finished your work.
4. The boy shouted run faster

EXERCISE 2

Write sentences using these expressions as quotations:

Where are you going?	We can go after school.
It is not four o'clock.	Today is my birthday.
Please lend me your pen.	Did you see anybody?

EXERCISE 3

Compare these two sentences with those in Exercise 1. Where is the quotation placed in each sentence? Is there any difference in the use of capital letters, commas, and question marks?

1. "I am going," said Tom.
2. "Are you ready?" asked Mary.

In each sentence the quotation is separated from the rest of the sentence by some mark. What mark is used in the first sentence? What mark is used in the second sentence?

Copy these sentences, punctuating them correctly:

1. Will you come asked she
2. We expect her tomorrow Mrs. Hill said
3. The teacher said There will be no school Wednesday
4. John shouted Harry.
5. Come come said the boy
6. Ned replied It is not yet five o'clock
7. I can't go said the little girl
8. Will you buy a paper asked the newsboy
9. I have already bought one the man replied
10. The little boy said Thank you, sir

EXERCISE 4

Rewrite the following sentences. Break the quotation and place the words in italics between the parts. The example will show you how.

"I shall do as you say," *said John.*
"I shall do," said John, "as you say."

1. *Julia's aunt said*, "The small dog always barks when he hears you coming."
2. *He inquired*, "Shall I reach the city by night if I follow this road?"
3. "I knew we would win with the crack team we had!" *exclaimed Tom.*
4. *He replied*, "We were so afraid of scaring the birds that we hardly breathed."

5. "Shall I send the flowers or shall I take them myself?" *asked Louise.*

In the sentences below divide the quotation at the dash (—), and put the name of the speaker between the two parts, as in the first group of sentences in Exercise 4. Make the changes in punctuation.

1. "Do you think it will rain —— before we get to shelter?" he asked.

2. "Hurry —— or we shall get caught in the storm!" cried Tom.

3. "This letter —— is dated January 1," said Mary.

4. "Yes —— if you come home early," said John's mother.

5. "Will you stand —— where I can see you?" she asked.

Direct and Indirect Quotations

EXERCISE 1

Read the following sentences carefully. Write the numbers of the sentences in which the exact words of the speaker have been used.

1. He said that he thought it would rain.
2. He said, "I think it will rain."
3. Alice said, "I paid ten cents for the book."
4. Alice said that she paid ten cents for the book.
5. She asked if she might do it.
6. She asked, "May I do it?"
7. Mary asked the principal if she might go home early.
8. Mary said to the principal, "May I go home early?"
9. I told her to put my hat away.
10. I said, "Put my hat away."

Change the indirect quotations to direct quotations. Rewrite the sentences.

EXERCISE 2

Decide first whether the following sentences are direct or indirect quotations, then copy and punctuate them accordingly.

1. Did nt you do it she asked
2. This example does nt seem right she said
3. Will you be here to-morrow
4. She said that she could not come
5. The dogs tail was caught replied John
6. She asked if she could bring her sister
7. He said that the Indian was very old
8. She answered It is not mine

Write the sentences in Exercise 4, page 326, changing them to indirect quotations.

EXERCISE 3

Read the following sentences carefully, deciding which are direct quotations and which are indirect quotations. Write the number of each sentence and after it tell whether it is a direct or an indirect quotation; thus, *1. direct.*

1. Baby said, "Please give me a drink."
2. Mother said that she wished us to come home.
3. Mr. Smith asked, "Will you have some pears?"
4. The man said that he was badly hurt.
5. The girl asked if she might come.
6. "Come to see us soon," wrote my uncle.

Change the following sentences to direct quotations, and punctuate them accordingly:

1. The boys said that they were all ready to go.
2. The man said the hill was too steep to climb.
3. I heard Lincoln say that you couldn't fool all the people all the time.
4. She asked me if she might take the book to the principal.

EXERCISE 4

Change the following sentences to indirect quotations; as, *1. Jane said that her sister had a pain in her ear.*

1. Jane said, "My sister has a pain in her ear."
2. Baby said to me, "I am hungry."
3. Mary announced, "I am ready now."
4. Fred replied, "I know how."
5. The captain shouted, "We are lost!"
6. "Is the baby asleep?" Mary asked.
7. Dora wrote, "I shall be glad to go."
8. Jack thought, "This is the time to do it."

Finish the following sentences, making the first four direct quotations and the last four indirect quotations:

1. The girl asked
2. The man replied
3. My father said
4. The sailor shouted
5. Jack answered
6. Mary said
7. Baby Bear whispered
8. Jean thought

How Words Show Ownership

EXERCISE I

First Group

SINGULAR	PLURAL
baby	babies
boy	boys
sister	sisters

Second Group

SINGULAR POSSESSIVE	PLURAL POSSESSIVE
baby's cap	babies' heads
boy's knife	boys' noses
sister's dress	sisters' dresses

a. The words in the first group do not show ownership. In the second group, the same words have been repeated, but they have been changed to show ownership. Explain what changes have been made.

b. The blanks below are to be filled with some form of the words in italics. Some of the words show ownership and others do not. Copy the sentences.

1. Did you see the——parasol? (*lady*)
2. Where are the——playing? (*girl*)
3. We sent——brother on an errand. (*John*)
4. Where did the——horse go? (*man*)
5. The two——play the piano nicely together. (*sister*)
6. Have you two——living here? (*aunt*)
7. My——coat is pretty. (*mother*)
8. The——nest is built of hair. (*bird*)

EXERCISE 2

For study:

the girl's hats (*singular*)
the girls' hats (*plural*)

Write the words that correctly fill the blanks. Refer to the examples for study if you are in doubt as to where the apostrophe should be placed.

1. Here are my two —— hats. (*boy*)
2. Did your three —— gifts arrive at the same time? (*sister*)
3. Her —— dress is very pretty. (*baby*)
4. Did you see the splendid new book of —— games? (*boy*)
5. She goes to all the —— parties. (*girl*)
6. We went to the dog show, where the —— loud cries frightened us. (*dog*)
7. The —— shouts were heard for blocks. (*children*)

EXERCISE 3

Make the following expressions show ownership in another way, as, *girls' rings* instead of *rings of the girls*. Use the words in interesting sentences.

rings of the girls
hats of the ladies
tops belonging to the boys
the gloves of my sisters
the books of my father
the tails of the cows
the farm owned by my uncle
the uncle of Mary
the marbles belonging to Ned

EXERCISE 4

Instead of the word in italics in the sentences below, use the possessive form of one of the following: *girl*, *lady*, *boy*, *dog*, *Henry*, *uncle*, or *robber;* as, *We saw the girls' houses* instead of *We saw their houses.* Copy the sentences, correctly.

We saw *their* houses.
The cat was in *her* room.
She took *their* names.
Did you see *their* collars?
Is this *his* desk?
We visited *his farm.*
We went to *their* cave.

EXERCISE 5

Copy the following sentences, punctuating where necessary.

1. Mens actions show their character more clearly than words
2. The kings troop marched many miles during the Revolutionary War
3. How many days did it take General Grants army to win the battle
4. The little dog was too tired to keep up with their horses rapid gait
5. The boys football suits will come on June 1st 2d 3d or 4th
6. In Germany the farmers sons and daughters too work in the field
7. The Indians blankets were woven by their daughters
8. As the men came down the road, the childrens hearts stood still with fright
9. The doctors office is on the third street east of Main

EXERCISE 6

Change the words in italics to show possession by using an apostrophe, as: *time of two weeks, two weeks' time.*

1. The man did the work in *the time of two weeks.*
2. She went away for a *trip of four months.*
3. They did the *work of a week* for me.
4. Our *vacation of two weeks* was very pleasant.
5. The *delay of a few moments* caused the accident.
6. The *drill of the fire department* was held last night.

EXERCISE 7

Study for dictation:

There are many ways in which children can show that they are good citizens. They can make scrapbooks for the boys and girls in children's hospitals. They can send toys to the orphans' homes. In spring they can gather wild flowers for the old people's homes. Can you think of anything else they can do?

Subjects and Predicates

EXERCISE 1

Place all the subjects in one column marked *Subjects.* Place all the predicates in another column marked *Predicates.*

1. Artists paint.
2. Children answer.
3. Babies creep.
4. Men work.
5. Bells chime.
6. Whistles blow.
7. Pots boil.
8. Doors open.
9. Owls hoot.
10. Trees grow.
11. Flies buzz.
12. Fires smoke.
13. Clouds fly.
14. Thunder roars.

EXERCISE 2

Copy the sentences. Draw one line under the subject. Draw two lines under the predicate.

1. Messengers carry letters.
2. We heard voices.
3. Soldiers guard houses.
4. Carpenters build houses.
5. We reached the house.
6. Mary washed the dishes.
7. I picked flowers.
8. John brought water.

EXERCISE 3

Follow the instructions in Exercise 2.

1. The rosebush clung to the wall.
2. We rode behind him.
3. John sprang to the ground.
4. She talked to the child.
5. He went into the house.
6. John sat on a box.
7. He stood in the doorway.

EXERCISE 4

Draw a line through the middle of your paper from top to bottom. Write the complete subjects of these sentences on the left side of the line. Write the complete predicates on the right side.

1. Many familes lived in the boat.
2. Their father worked in the mill.
3. Yellow flowers covered the meadow.
4. A tall sailor climbed up the mast.
5. The weary Pilgrims reached land.
6. Three bright feathers trimmed his hat.

EXERCISE 5

Find the subjects and predicates in these sentences. Decide first upon the predicate by looking for the part that tells what is done. Now place *who* or *what* before the predicate and ask a question. The answer will be the subject.

1. Quickly the children stepped into the boat.
2. Down from the horse jumped the frightened girl.
3. Where are you going?
4. Every evening John bent over his books.
5. How the boys shouted!
6. Slowly down the hill walked the girls.

The Adjective

EXERCISE 1

List the adjectives in the following paragraph:

But the funniest sight came next. It was old Lou, dressed in a red mother hubbard with a pink shawl around her large shoulders and a queer little hat right on top of her head, with a long streamer hanging down her back.

EXERCISE 2

Copy the following paragraph. Draw one line under each adjective. Draw two lines under the noun it modifies:

Once the Moon saw a wonderful sight. From North, South, East, and West came crowds of little boys and girls. They were on their way to the children's festival. There were little yellow Chinese

children with long pigtails flying. Two of them carried a child princess in a palanquin. At least, she was as rich as a princess. She wore sparkling jewels in her hair, and silver nail shields over her long finger nails. Her two tiny feet were much too small for a poor Chinese child's feet.

The Adverb

EXERCISE 1

List the adverbs in the sentences that follow:

1. He was lifted up slowly.
2. Her eyes twinkled merrily.
3. Sometimes girls whistle well.
4. The guns often roared fearfully.
5. The children played quietly.
6. They now reached land.
7. The Indians crept silently forward.

EXERCISE 2

1. A lazy boy seldom works hard.
2. We easily quieted the frightened children.
3. She pronounced words very distinctly.
4. You may recite next.
5. The river flows noiselessly.

The Preposition

List the prepositions in these sentences:

1. She lives in that house with the tall chimneys.
2. This little girl says for us to come in.
3. Our teacher sat behind me.
4. Mary played with us after supper.
5. Hives of bees stand under the apple trees.
6. We found the berries among the weeds.
7. They ran through the yard into the house.

Practice in Selecting Parts of Speech

EXERCISE 1

Old Abe was an eagle. His early home was a nest made of sticks and hay in the top of a tall tree. His father and mother were large, strong eagles. Their heads and tails were white and their bodies dark brown. Old Abe looked exactly like them.

EXERCISE 2

Near the castle of the king lay a large, gloomy forest. In the midst of it stood an old beech tree. Beneath its branches was a fountain. Whenever it was hot, the king's youngest daughter ran off into the wood and sat down by the side of the cool fountain. Often she amused herself with a golden ball which she threw up into the air and caught. This ball was her favorite plaything.

EXERCISE 3

Dear Dickey,

I thank you very much for the picture book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it. I read to him about the tame elephant that took care of the master's little boy, and put him on his back and would not let any one touch his master's little son. I may go to see you and stay all day with you next week if it is not rainy. I will ride my pony Hero if Uncle Ben will go with me and lead him.

Your good friend,

GEORGE WASHINGTON

EXERCISE 4

On many of the chimneys were great nests of sticks and straw. In some of them the Pilgrims saw young storks. Their hungry mouths were wide open for the frogs or little fishes their mothers brought. On one chimney the mother bird sat on the nest. The father bird stood on one leg beside her. Was he guarding his home? He must have known there was no danger, for he was fast asleep.

EXERCISE 5

Of all the toys a cardboard castle attracted most attention. Outside the castle little trees stood about a small lake. Waxen swans swam on this lake. The prettiest thing of all was a little lady in the open door of the castle. She wore a handsome dress of the purest gauze. A little narrow ribbon dropped from her shoulders like a scarf. In the middle of this ribbon was a shining tinsel rose. The little lady stretched out both her arms for she was a dancer.

Sentences for Drill in Punctuation

Copy the following sentences, punctuating them correctly:

1. Her uncle visited Germany France and Italy
2. Her friends father will arrive on the steamship Ocean Wave
3. She received a letter from her cousin in Albany New York one day last week
4. Have you swept the sidewalk brought in the wood and locked the barn door

5. Your Aunt Jane Uncle Dick and Cousin Tom are coming from Baltimore Maryland

6. Shall I send it January 1 February 1 or March 1

7. She looked for her skates up in the attic out in the barn and in the woodhouse

8. Arent you going to take me with you to Topeka Kansas

9. Mary will you go with me to Aunt Janes house asked my cousin

10. Didnt Grandma Blair see President Norths carriage asked Dr Brown

11. At last Governor Clark said to the committee The rule doesn't seem right to me

12. We know that Mr and Mrs Hill would reply if they were at home

13. We have a girls and a boys cap here my boy said Captain Henry

14. The president and governor both said that they would come

15. We wont see my aunt or uncle until next Christmas said Cousin Ned to his Father

16. Havent you any more small suits Mr Hill

17. Hasnt Dr Brown seen Aunt Mary Yes he saw her last night

18. Where are you going John asked his mother

19. The childrens pets were a dog a cat two birds and two rabbits

20. Mr. Jones the mayor of the city asked for the peoples votes

21. Mother I have lost Ruths doll exclaimed Mary

22. She ran down stairs flung open the door and ran into the street

23. We cant work these problems said the pupils

Pairs of Words

Use the pairs of words in the following list for reference. If you are in doubt about the spelling of a word, refer to this list.

their: whose. These are *their shoes.*
there: place. I laid my books *there.*
there: { with is, was, are, were } *There were* two children there.

There were two boys over *there* in *their swimming suits.*

two: number 2. I took *two pieces* of bread.
too: very I felt *too tired.*
to: { with noun or verb } I went *to school.* I want *to go.*

Two pieces of candy are *too much to eat* at once.

hear: listen: I like to *hear* music.
here: place: Come *here.*

I can *hear* well enough *here.*

week: seven days: He came last *week.*
weak: not strong: John is too *weak* to walk.

Last *week* I was too *weak* to stand.

threw: did throw: I *threw* it away.
through: Fido jumped *through* the hoop.

I *threw* the ball *through* the window.

new: not old: This is my *new* dress.
knew: did know: She *knew* where to go.

I *knew* that you had a *new* dress.

buy: to purchase: Will you *buy* this for me?
by: near: He passed *by.*

He passed *by* to *buy* a top.

meat: food: Wolves eat *meat.*
meet: to come upon: Will you *meet* me tonight?
meet: fitting (adjective)

It is not *meet* that I *meet* you when I buy the *meat.*

EXERCISE 1

Fill the blanks in these sentences:

1. Our class pins are ——. (*here, hear*)
2. Indeed, I like to —— them sing. (*here, hear*)
3. We shall —— a flag. (*buy, by*)
4. John ran ——. (*buy, by*)
5. These are baby's —— shoes. (*new, knew*)
6. I ——how at one time. (*new, knew*)
7. Here are my —— gloves. (*new, knew*)
8. Did you walk —— the garden? (*threw, through*)
8. He ——the ball to me. (*threw, through*)
9. The boys may go ——. (*their, there*)
10. Please stand over ——. (*their, there*)
11. Here are —— hats. (*their, there*)
12. —— were twenty persons ——. (*their, there*)
13. Did you see one or ——? (*too, to, two*)
14. I came —— late. (*too, to, two*)
15. He tried —— run. (*too, to, two*)

EXERCISE 2

A good game for those who need practice in the spelling of words that sound alike but are spelled differently is this:

A child begins the game by spelling one of a pair of words and giving a short sentence in which it is used. He calls upon another child, who must spell the other word of the pair and give a sentence. It

is more fun if two sides are chosen and points are counted for those who are able to answer correctly. You will be surprised at how many pairs of words you will learn if you play the game often.

EXERCISE 3

Find in your reader sentences containing the words with which you have trouble. Copy the sentences into your notebook. Underline the words you are trying to learn.

EXERCISE 4

Make sentences for one another. Leave blanks for the troublesome words. A pupil who knows how to use the words correctly will look over the sentences to see if they are correct.

Dictation Exercises

1.

Janey ran up the path and around the house to the side door. There she knocked a bit timidly. When the door was opened wide, the mother of that house saw a little girl with a stick over her shoulder, with a little bundle dangling from it.

"If you please," Janey began, "do you need some one to take care of the children, wash the dishes, and tidy up the house?"

"Come in, little girl. Come in, my child," answered the woman who had opened the door so wide.

"May I stay and be your Christmas helper?" Janey inquired in wistful tones.

2.

"Here is the sleigh! I do wonder what is going to happen!" shouted Janey.

"It has already happened," said Florrie's teasing voice.

"Don't tell, Florrie," was Mrs. Newland's warning.

"I've known for a long time that there was a Christmas mystery going on this year," Judy piped up.

"Perhaps Uncle Rob has adopted a mother," was John's guess.

"Just wait and see," was mother's advice.

3.

When Trippet sat down to rest, he heard a tiny voice calling, "Trippet, help me."

"Where are you?" he asked.

"I am here on the ground. Find me."

Trippet searched and at last found a small ring made of hair.

"What are you?" asked Trippet.

"I am the Queen's ring. She is weeping for me. Before they were wed, the King made me and placed me on her finger. She prized me more than all her jewels."

"Jump round my neck," said Trippet. "I am going to the Queen."

4.

THE CHRISTMAS TREE

At last the clock was striking seven. How the children shouted! Now some one must surely open those tightly closed doors. Just on the last stroke Uncle Robert threw them open,

What a beautiful tree stood in the center of the room! Candles shone from every side. Bright balls and tinsel dangled from the branches. Strings of popcorn and colored bags filled with candy and nuts hung from top to bottom. Underneath were all sorts of packages. Could they really be Christmas gifts? There were big packages and little packages. There were long packages and short packages. How the children danced about for joy!

5.

"Grandma, tomorrow night is Halloween," said Pink one evening when she and Alice and Bobby had drawn their stools close to Grandma's knee for their usual goodnight story.

"Mother makes candy on Halloween," Alice added, "and we have nuts and apples and false faces and witches on broomsticks and black cats and everything."

"And last year we had a party," said Pink.

"And this year," put in Bobby eagerly, "we're going to have a great, big pumpkin to make a jack-o'-lantern of."

Model of a Friendly Letter

The names of the different parts of the following letter are in brackets. Be sure you study each part carefully. Just what is written on each line? How is each part punctuated and capitalized? When you are satisfied that you know the reason for every capital letter and mark of punctuation, copy the letter. Compare your letter with the one in the book and correct it. Try again and again until it is correct. Afterward, study the letter until you can write it perfectly from dictation.

26 Ulloa Street
[*heading*] Honolulu, T. H.
July 5, 1924

Dear Fred, [*salutation*]

How I wished for you at the boat races here today. When the signal was given for the boys' races, the children, with their boats, waded out from the shore to the deep water. With a spring they bounded into the canoes, one in each boat to steer, and five others to paddle. They pulled out beyond the breakers, then lined up to watch for a big roller. As the waves were high, with the wind blowing steadily to shore, they did not have to wait long. At the shout of "Hoi! Hoi!" which means, "Paddle with all your might!" the canoes were rushed forward. They must be going fast enough when the waves reach them to keep up with the onrushing waters. The boats were lifted high by the waves and dropped suddenly to level water, again to be swept onward with the speed of the wind. It was [*body of letter*]

like a glorious run down a long toboggan slide on water instead of on ice or snow.

[*complimentary closing*] Your friend,

[*signature*] George

Model of a Business Letter

When you have succeeded in writing a friendly letter from dictation without making a mistake, study this business letter in the same way. The business letter has an inside address. This insures the delivery of the letter in case something happens to the envelope.

124 Myrtle Street
[*heading*] Vista, Ohio
October 3, 1924

Morse Seed Company [*inside address*]
Los Angeles, California

Gentlemen: [*salutation*]

[*body of letter*] I inclose in this letter ten cents in stamps for which please send me your complete flower and seed catalogue.

[*complimentary close*] Yours truly,

[*signature*] (Miss) Anna Brown

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